

République du Niger
Ministère de l'Education Nationale - I.N.D.R.A.P.

ITS English for the Sahel

Third Year



HATIER

République du Niger
Ministère de l'Éducation Nationale
Institut National de Documentation, de Recherche, et
d'Animation Pédagogiques

English for the Sahel

Third Year

Thomas Sheehan
Consulting Editor

Abdou Salha
Artist

Writers

Dan-Dano Abara, Amadou El Hadji Abdou, Billa Anassour, Idi Cheffou, Peter Chilson, Kateri Clement, Holly Berchet-Hall, Abdou Ousmane Krou, Peggy McLaughlin, Elin Melchior, Ken Miller, Amadou Mounkaila, Ahmadou Gana Oumarou, Jean-Louise Radcliff, Lucinda Smith, Ali Wata, Brad West

Acknowledgements

We would like to thank The United States Ambassador's Self- Help Fund, U.S.I.S, and The Peace Corps Partnership for their generous support, Mr. Allestree Fisher for his expertise, the many piloting teachers for their patience and honest critiques, Idi Cheffou for his courage to carry on, and the INDRAP Peace Corps Volunteers: Lynn Ramage, Ken Miller, Jean-Louise Radcliff, Brad West, Lucinda Smith, Elin Melchoir, Jenifer Fetting, and Kateri Clement for their dedication and hard work without which this book would never have been.

**With special thanks to Brownie Lee and everyone else
whose help made this book possible.**

AVANT-PROPOS

English for the Sahel est une série de manuels d'anglais du premier cycle, qui tente de répondre au souci d'adapter l'enseignement de l'anglais comme langue étrangère aux réalités du Sahel en général, et du Niger en particulier.

C'est un ouvrage original, conçu, écrit, illustré, et réalisé par une équipe de professeurs nigériens et américains supervisés par un consultant venu des Etats-Unis. Par la présentation et les options pédagogiques qui ont présidé à son élaboration, *English for the Sahel* s'inscrit dans la lignée des méthodes actuelles d'enseignement des langues étrangères.

Nous espérons que cet ouvrage aidera le professeur dans sa tâche quotidienne, qu'il plaira aux élèves et qu'il leur permettra de progresser dans un effort cohérent et joyeux.

Amadou Hamidou
Directeur de l'Enseignement Secondaire
MEN

Acknowledgements

The publisher tends his apologies to any owner of copyright material that he has been unable to trace and whose rights may have been unwittingly infringed.

Table of Contents

Avant-Propos	3
Chapter One	8
■ Text: The Naming Ceremony.....	8
■ Vocabulary	9
■ Pronunciation: Past Participles of Regular Verbs.....	10
■ Function: Invitations with <i>Would You</i> and <i>Can You</i>	10
■ Expansion: Two-Word Verbs.....	11
■ Grammar: The Present Perfect Tense.....	14
■ Writing: Building a Paragraph	21
Chapter Two	22
■ Text: Kalla's Cold	22
■ Vocabulary	24
■ Pronunciation: <i>Thank</i> vs. <i>Tank</i>	24
■ Expansion: Useful Phrases	24
■ Grammar: 1. The Present Perfect Progressive.....	25
2. The Present Perfect vs. The Present Perfect Progressive.....	27
3. Reported Speech: Reporting Commands	29
4. Punctuation of Direct Speech.....	30
5. Punctuation of Reported Speech	31
6. Verbs Followed by Noun Phrases and Infinitives	32
■ Listening Comprehension	33
■ Writing: A Letter Giving Advice	34
Chapter Three	35
■ Text: The Two Sisters	35
■ Vocabulary	36
■ Pronunciation: Stress in English.....	37
■ Function: 1. Congratulating Someone.....	38
2. Expressing Condolences	38
■ Expansion: 1. Word Families	39
2. Comparisons with <i>Like</i>	39
■ Grammar: 1. <i>Either</i> and <i>Too</i>	40
2. <i>Less</i> and <i>Fewer</i>	42
3. Gerunds in Object Position	44
■ Listening Comprehension	46
■ Writing: A Letter of Congratulations	46

■ Expansion: 1. False Cognates.....	87
2. Compound Nouns.....	88
■ Grammar: 1. The Relative Pronoun <i>Whom</i>	89
2. Reported Speech: Questions	90
■ Listening Comprehension	93
■ Writing: Using Reported Speech.....	94

Chapter Eight..... 95

■ Text: Food for Thought.....	95
■ Vocabulary	97
■ Pronunciation: More Practice with Stress	97
■ Expansion: False Cognates.....	98
■ Grammar: Unreal Conditionals in the Present	98
■ Listening Comprehension	102
■ Writing: A Guided Paragraph	102

Extra! Extra! B 103

■ Text: Four Fables by Aesop	103
■ Grammar: 1. Using the Correct Tense or Form.....	104
2. Review of All Reported Speech.....	104
3. Review of Two-Word Verbs.....	106
■ Fun and Games: 1. Alphabet Game.....	106
2. A Poem	106

Chapter Nine 107

■ Text: How a Radio Works	107
■ Vocabulary	109
■ Pronunciation: Review of Third Person Singular Verb	110
■ Function: Asking for Information	110
■ Expansion: 1. Word Families	111
2. False Cognates.....	112
■ Grammar: 1. <i>But</i>	112
2. Direct and Indirect Objects	114
■ Listening Comprehension	116
■ Writing: Review of Reported Speech.....	117

Chapter Ten 118

■ Text: The Beat of the Drum	118
■ Vocabulary	119
■ Pronunciation: Regular Plurals - Review	120
■ Expansion: 1. Useful Phrases	121
2. Two-Word Verbs.....	121
■ Grammar: Passive Voice	122
■ Writing: Describing how Tea is Made	127

CHAPTER ONE

The Naming Ceremony

1

In the village of Juffure, West Africa, Omoro and Binta have a baby boy, just eight days old. According to tradition, a first-born boy brings the special blessings of Allah upon the parents.



By an ancient custom, the father must choose the name for his son. His people, the Mandinkas, have a belief about names: They name each child after a person or thing. The newborn child must have seven of the qualities of that person or thing in order to receive its name.

Traditionally, the naming ceremony is on the eighth day after the baby's birth. On this day, the new son will become a member of his tribe, and all day long, the people of the village will eat and dance. Since the birth of his son eight days ago, Omoro has visited every house in Juffure and has invited each family to the naming ceremony of the newborn child.

The eighth day has arrived, and the villagers have gathered in the early morning in front of Omoro and Binta's hut. The women of both families have brought sweet cakes and calabashes of milk. Karamo Silla has come with his *tom-tom* drum. He knows the history of Omoro and Binta's forefathers by heart.

The barber has come and shaved off a small patch of the baby's hair. The marabout has prayed over the infant, asking Allah to grant him long life and success in bringing many children to his family. The marabout has also asked Allah to give the baby the strength to bring honor to the name that he is going to receive. Now, Omoro is lifting the infant up and whispering three times into his son's ear. The people in the compound overhear the name that he has chosen for his son. It is the first time that the people have heard the name of the baby. The Mandinkas think that each baby should be the first to hear his or her name.





Now Omoro is whispering the name into Binta's ear. "The first child of Omoro and Binta is named Kuntal" cries out one of the guests. Everyone applauds loudly to welcome the new baby's name. Little by little, Omoro's compound fills with friends and relatives.

Adapted from *Roots* by Alex Haley
Dell Publishing CO., Inc.
New York, New York

Exercise 1-1: Answering Questions on the Text

Answer the questions in complete sentences.

1. What do Omoro and Binta's ancestors say about a first-born boy? ■ 2. Who is responsible for the choice of the new baby's name: the father or the mother? ■ 3. Does a name represent anything special to the person who receives it? If so, what? ■ 4. When does the child become a member of the tribe?
5. Do you think having many children brings success to a family? Why or why not? ■ 6. What is the role of the marabout in a naming ceremony? ■ 7. Have you ever heard of Kunta Kinte? What do you know about him? ■ 8. Is the naming ceremony in the text different from naming ceremonies here? If so, how? ■ 9. Describe the last naming ceremony that you went to. ■ 10. Are naming ceremonies in big towns different from those in small villages?

Exercise 1-2: Making Questions About the Text

Make questions for these answers.

1. In West Africa. ■ 2. A person or a thing. ■ 3. On the day of the naming ceremony. ■ 4. Since the birth of his son. ■ 5. The women of both families have. ■ 6. Karamo Silla does. ■ 7. Long life and success in bringing many children to his family. ■ 8. The name he has chosen for him. ■ 9. The baby should. ■ 10. A guest does. ■ 11. No, it is full of people.

Vocabulary

ancient	birth	a cake	to shave	sweet
to applaud	a blessing	by heart	a success	to whisper

Exercise 1-3: Practicing the New Vocabulary

Replace each (X) using the words or expressions above. Do not repeat any word or expression.

Example: The mosque in Djenné is very (X). People have prayed there for many years.
The mosque in Djenné is very ancient. People have prayed there for many years.

1. Every baby is a (X) from God. ■ 2. The (X) of a baby is important for a family. ■ 3. Many Moslem men (X) their heads. ■ 4. Alio got 13 over 20 on his French exam; that was a big (X) for him. ■ 5. The people all (X) after the song. ■ 6. The tea is (X) because it has sugar in it. ■ 7. That (X) has a lot of sugar in it. ■ 8. They know the song (X). They can sing it without looking at the words. ■ 9. The students sometimes (X) in the class, but the teacher can hear them.

Pronunciation

Past Participles of Regular Verbs

We spell and pronounce the past participles of regular verbs the same as the past form.

/d/

planned the party
prepared the food
watered the garden
explained the problem
cleaned the house
entered the room
bathed the baby
killed the sheep
married Jenifer

/id/

visited Fatima
painted the house
weeded the garden
planted the tree
hunted the lion
decided what to do
invited Mamadou
started working
completed the exercise

/t/

fixed the door
cooked the chicken
asked for directions
stopped working
kicked the ball
talked with Mamadou
walked to the market
danced with Nana
washed the shirt

Exercise 1-4: Pronunciation of Past Participles

Do this question-answer exercise with your classmate. Student 2 must use pronouns in the answer, and pronounce the past participle correctly.

Student 1: When is Alio going to _____ ?

Student 2: What do you mean? He's just _____

Examples:

a. Student 1: When is Alio going to prepare the food?

Student 2: What do you mean? He's just prepared it.

b. Student 1: When is Alio going to talk with Mamadou?

Student 2: What do you mean? He's just talked with him.

Function

Invitations with *Would You...* and *Can You...*

Examples

a.



Djibo: Hello, Amadou. Hello, Gambo.

Amadou: Hello, Djibo.

Gambo: Hello, Djibo.

Djibo: I'm giving a party next Friday.
Would you like to come?

Gambo: **Oh, thank you, Djibo, I'd love to, but I can't.** I'm planning to go to my village that day.

Djibo: Oh, that's too bad. We'll miss you. What about you, Amadou?
Can you come?

Amadou: **Yes, thank you.**

Djibo: Okay, Gambo, have a good trip.
See you on Friday, Amadou.

b. Souley: Mani, **can you** come and play football with us?

Mani: **Sure.**

Exercise 1-5: Inviting and Replying to an Invitation

Student 1 invites Student 2 using the words given. Student 2 accepts or turns down the invitation.

Examples:

a. see my father's garden

Student 1: *Would you like to see my father's garden?*

Student 2: *I'd love to.*

b. go to the movies

Student 1: *Can you go to the movies tonight?*

Student 2: *Oh, thanks, but I can't. I'm planning to do some homework tonight.*

1. go to the new market ■ 2. come and watch TV ■ 3. come to my house ■ 4. have a drink

■ 5. see my photo-album ■ 6. go to the museum ■ 7. go to a naming ceremony

Expansion

Two-Word Verbs

Non-Separable Two-Word Verbs

Examples

a. The students **stood up** when the director entered.

(Les élèves se levèrent lorsque le directeur entra.)

b. Omoro has **called on** every family in the village.

(Omoro a rendu visite à chaque famille du village.)

c. At nine o'clock he is already **thinking about** lunch.

(A neuf heures, déjà il pense au déjeuner.)

Explanation:

The expressions *stand up*, *call on*, and *think about* are two-word verbs. We call them **non-separable** two-word verbs because we must keep the two words together. For example:

d. He is **thinking about** lunch.

He is **thinking about** it.

Non-Separable Two-Word Verbs

call on	<i>(rendre visite à):</i>	You promised to call on me yesterday, didn't you?
come across	<i>(rencontrer par hasard):</i>	I came across an old friend last month.
get on	<i>(entrer/monter):</i>	You can't get on that bus without money.
get off	<i>(descendre de):</i>	Look at that man getting off the plane!
get up	<i>(se lever):</i>	She gets up at six o'clock every day.
listen to	<i>(écouter):</i>	Listen to your teacher!
look after	<i>(prendre soin de):</i>	He has looked after his sister since she broke her leg.
look at	<i>(regarder):</i>	Look at Ali. He is asleep.
look for	<i>(chercher):</i>	Are you looking for your book?
look into	<i>(examiner):</i>	He promised to look into my problem.
sit down	<i>(s'asseoir):</i>	The child sat down near her father.
stand up	<i>(se lever):</i>	You must stand up when the teacher enters.
think about	<i>(penser à):</i>	Ali is thinking about his marriage.

Exercise 1-6: Practicing Non-Separable Two-Word Verbs

Read each sentence. Complete the two-word verb and put it in the past tense.

Example: Everybody (listen) the marabout.
Everybody listened to the marabout.

1. Omoro (call) many people in the village. ■ 2. When he was little, Omoro's sister usually (look) him because their mother had to work. ■ 3. The man (get) the bus and (sit) next to his friend. ■ 4. Amina was surprised when she (come) her friend Halima in Niamey last week. ■ 5. After Helen lost her pen, she (look) it for two days. ■ 6. The police (look) the mystery. ■ 7. The children (look) many traditional clothes in the museum.

■ Separable Two-Word Verbs

Examples

- a. She **picked** the child **up**.
(Elle souleva l'enfant.)
- b. The barber has **shaved** the hair **off**.
(Le coiffeur a rasé les cheveux.)

Explanation:

The expressions *pick up* and *shave off* are separable two-word verbs. We call them separable because we usually put the direct object between the two words of the verb.

Examples

- c. The barber has **shaved** the hair **off**.
(direct object = *the hair*)
- d. He has **shaved** it **off**.
- e. She **put** the books **down**.
- f. She **put** them **down**.

Notes:

1. If the direct object is a noun, it is possible to keep the two words together.
Correct: He has **shaved** the hair **off**.
Correct: He has **shaved off** the hair.
2. If the direct object is a pronoun, we **must** separate the two words.
Correct: He has **shaved** it **off**.
Incorrect: ~~He has shaved off it.~~

■ Separable Two-Word Verbs

- bring up** (*élever*): It is easier to **bring** two children **up** than ten.
- call off** (*annuler*): We will **call** the party **off** if it rains.
- call up** (*téléphoner*): He spends a lot of time **calling** his friends **up**.
- cross out** (*barrer*): She **crossed** several words **out** in her letter.
- figure out** (*résoudre, arriver à comprendre*): Can you **figure** this problem **out**?
- lift up** (*soulever*): My sister can not **lift** the water bucket **up**.
- make up** (*inventer*): Everybody liked him because he **made** good stories **up**.
- pick up** (*soulever*): The mother **picked** her baby **up** to hold him and stop his crying.
- point out** (*indiquer*): The teacher **pointed** a few mistakes **out** to me.
- put down** (*poser*): The student **put** her books **down** on her desk.
- put off** (*différer*): They **put** the meeting **off** until next Friday.

put up (<i>lever</i>):	They put their hands up when they want to answer a question.
shave off (<i>raser</i>):	The barber has shaved the man's hair off .
slow down (<i>ralentir</i>):	He cannot slow the car down because its brakes do not work. (brakes = <i>freins</i>)
take off (<i>enlever</i>):	Please take your shoes off when you go in.
talk over (<i>discuter</i>):	Workers often talk their problems over with their boss.
turn down (<i>a. baisser</i>):	a. Please, turn the radio down .
(<i>b. évincer</i>):	b. Ali is not lucky with girls. They always turn him down .
turn on (<i>allumer, mettre en marche</i>):	They turned the radio on to listen to some music.
turn off (<i>éteindre</i>):	They turned the lights off when they wanted to go to sleep. (lights = <i>lumières</i>)

Exercise 1-7: Practicing Separable Two-Word Verbs

Put each verb in parentheses in the present progressive tense. Replace the (X) with one word to make the two-word verb complete.

Example: She (bring) her brother's children (X).
 She is bringing her brother's children up.

- Because smoking is bad for him, he (give) cigarettes (X). ■
- Hamidou (call) his father (X) on the telephone. ■
- The problem is difficult, but they (figure) it (X). ■
- The word is not correct, so he (cross) it (X). ■
- It is only ten a.m. Why are they (turn) the television (X)? There is nothing to see! ■
- Aminatou and Habib have a problem, so they (talk) it (X). ■
- The radio is too loud, so Aïcha (turn) it (X).

Exercise 1-8: Writing Sentences with Two-Word Verbs

Replace the (X)'s with a pronoun and the correct two-word verb from the list below. Do not repeat any verb. Underline the two-word verb.

bring up	pick up	call off	listen to	cross out
get off	turn on	look after	figure out	
look at	turn off	give up	look into	

Example: If you make a mistake, you should (X) (X) (X).
 If you make a mistake, you should cross it out.

- This exercise is very difficult, I cannot (X) (X) (X). ■
- There are a lot of wild animals in the zoo, and people go there to (X) (X) (X). ■
- If you find a pen under your table you should (X) (X) (X). ■
- Parents always want to help their children, so their children should (X) (X) (X). ■
- It is time for the news. The radio is on the table. Please (X) (X) (X). (news = informations) ■
- In cities parents do not want to have many children because they want to (X) (X) (X) correctly. ■
- Cigarette smoking is dangerous, so we should (X) (X) (X). ■
- It is not easy to sleep with the lights on, so you should (X) (X) (X) before going to bed. ■
- Old people often get sick during the dry season, so we should (X) (X) (X) well during that season. ■
- Nobody could come to the meeting, so the director (X) (X) (X). ■
- If you come to school by bicycle, you should (X) (X) (X) at the gate and enter the school on foot. ■
- The students had a problem with their English teacher, so they asked the director to (X) (X) (X).

Exercise 1-9: Practicing Two-Word Verbs

Student 1 asks a question. Student 2 must answer the question using a pronoun.

Question: Did you { look for the pen
turn off the lights
look at the animals
pick up the books
listen to Mariama
get off your bicycle
figure out the problems
etc. } a minute ago?

Answer: Yes, I did. I _____ a minute ago.

No, I didn't. I _____ { yesterday.
last week.

Example: Student 1: *Did you turn down the music a minute ago?*
Student 2: *Yes, I did. I turned it down a minute ago.*

■ Grammar _____

The Present Perfect Tense

■ Past Actions with Present Results

Examples



- a. The villagers **have arrived**.
(*Les villageois sont arrivés.*)
(They are in front of the compound **now**.)
- b. The women **have brought** some sweet cakes.
- c. The barber **has come**.

Explanation:

When did the women bring sweet cakes? When did the barber come? The time is not important. What we know is that we can now see the cakes and the barber!

■ Present Perfect with *Just*

Examples

- a. He has **just** left.
(*Il vient de partir.*)
- b. They have **just** arrived.
- c. The plane has **just** landed.
- d. I have **just** eaten.

Explanation:

We use present perfect with *just* for an action which takes place immediately before we report it.

■ Actions at an Indefinite Time in the Past

Examples

- a. She **has seen** only one Western in her life.
(*Elle n'a vu qu'un seul Western de sa vie.*)
- b. Someone **has eaten** all the sweet cakes.

Explanation:

We use the present perfect for past actions when we do not know or remember the date or when we think the date is not important.

■ Actions Which Have Not Occurred, But Which May Occur in the Future

Examples

- a. The president **has not visited** the new hospital.
(*Le président n'a pas visité le nouvel hôpital.*)
- b. Moussa **has never been** to Mecca.

■ Special Use of the Verb *Be*

Examples

- a. He **has been** to Mecca. = He **has gone** to Mecca.
- b. They **have not been** to school. = They **have not gone** to school.

Explanation:

In the present perfect, the verb *be* can have the same meaning as *go*.

■ The Present Perfect of Regular Verbs

Affirmative Examples

	Subject	+	Has / Have	+	Past Participle	(+ Complement)
a.	He		has		cooked	dinner.
b.	We		have		worked	with him.
c.	She		has		visited	Paris.

Negative Examples

- d. The guests **have not arrived**.
- e. I **have not invited** them.

Contractions: *have not = haven't*
has not = hasn't

Interrogative Examples

- f. Question: **Have** you **danced** with Fati?
Answer: Yes, I have. **or** No, I haven't.
- g. Question: **Has** she **received** your letter?
Answer: Yes, she has. **or** No, she hasn't.

Explanation:

The past participle of regular verbs is the same as the past form.

Exercise 1-10: Putting Regular Verbs into the Present Perfect

Put the regular verbs in parentheses into the present perfect tense.

Example: The teacher (explain) the exercise to us.
 The teacher has explained the exercise to us.

1. He (not, weed) his father's garden. ■ 2. They (decide) to get married. ■ 3. I (listen to) the V.O.A. several times. ■ 4. Ali (not, pass) his exams. ■ 5. Mr. Garba (work) with me in Zinder twice. ■ 6. He (score) two goals. ■ 7. You (live) in Aguié, haven't you?

■ The Present Perfect of Irregular Verbs

Affirmative Examples

	Subject	+	Has / Have	+	Past Participle	(+ Complement)
a.	They		have		brought	sweet cakes.
b.	Omoro		has		chosen	the name.

Negative Examples

- c. Binta's aunt **hasn't come** to the ceremony.
- d. The women **haven't brought** any goats.

Interrogative Examples

- e. **Have** Fati and Guimbia **swept** the floor?
- f. Where **has** Omoro **gone**?

■ List of Irregular Verbs*

Simple Form	Past Form	Past Participle	Simple Form	Past Form	Past Participle
be	was / were	been	get	got	gotten
become	became	become	give	gave	given
break	broke	broken	go	went	gone

* See the Appendix for a more complete list of irregular verbs and their past participles.

choose	chose	chosen	know	knew	known
come	came	come	send	sent	sent
do	did	done	speak	spoke	spoken
eat	ate	eaten	take	took	taken
find	found	found	wear	wore	worn

Exercise 1-11: Putting Irregular Verbs into the Present Perfect

Put the irregular verbs in parentheses into the present perfect tense.

Example: He (make) a mistake.
He has made a mistake.

1. His car (break) down. ■ 2. They (find) some camel bones in the desert. ■ 3. The guests (eat) a lot of sweet cakes. ■ 4. She (wear) a green headscarf before. ■ 5. The president (give) a very important speech. ■ 6. We (not, send) letters to our American friends. ■ 7. The teacher (speak) to the president.

■ Yet

Examples with Negative Sentences

- a. We have **not** finished Chapter One **yet**.
(Nous n'avons pas encore fini le chapitre un.)
b. Omoro has **not** whispered in his son's ear **yet**.

Interrogative Examples

Question: Have you read the story in Chapter Two **yet**?

Answer: No, not yet.
Yes, I have.

■ For vs. Since

Examples

- a. We have studied English **since** the first year of middle school.
We have studied English **for** two years.
b. Mahamadou has worked in Arlit **since** July.
Mahamadou has worked in Arlit **for** four months.

Explanation:

For + A Period of Time

for { three months
two days
four weeks
a month
a long time
etc.

Since + A Point in Time

since { June
Monday
last month
September
1980
etc.

Exercise 1-12: Using the Simple Past and the Present Perfect

For each pair of pictures, you will write a pair of sentences about Philip. The picture on top represents the beginning of a new situation. You will use the simple past. The picture below it represents the continuation of that situation. You will use the present perfect with *for* or *since*.

Examples: a. two months ago

today



buy his shirt

Philip bought his shirt two months ago.

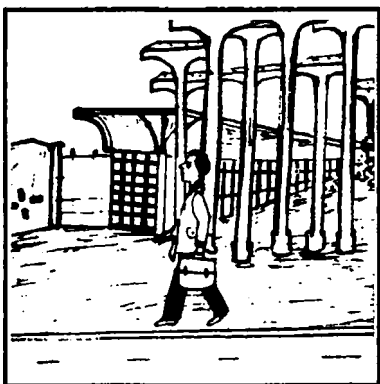


have his shirt

He has had his shirt for two months.

b. last September

today



arrive in Niamey

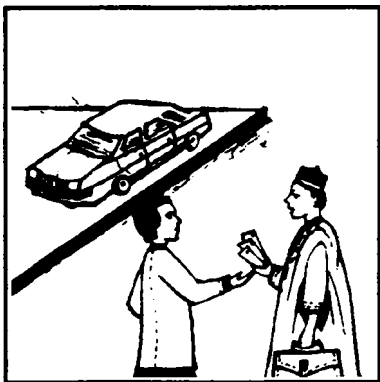
Philip arrived in Niamey last September.



live in Niamey

He has lived in Niamey since last September.

1. five months ago



buy a car



own a car

2. 1987



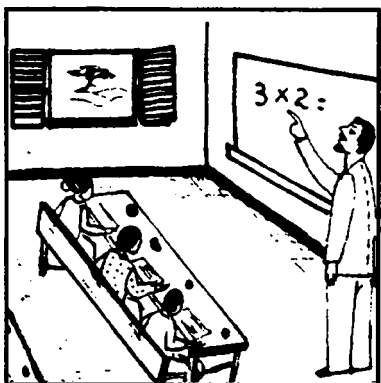
get glasses

today



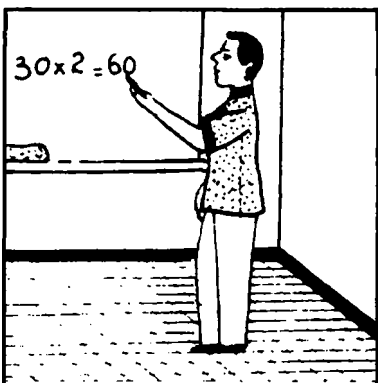
wear glasses

3. primary school



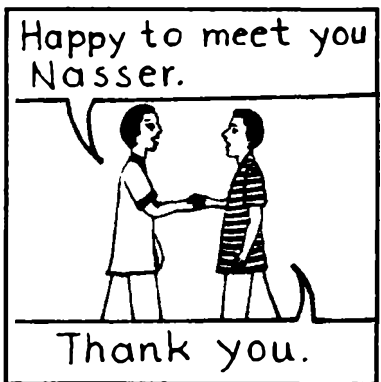
learn to multiply

today



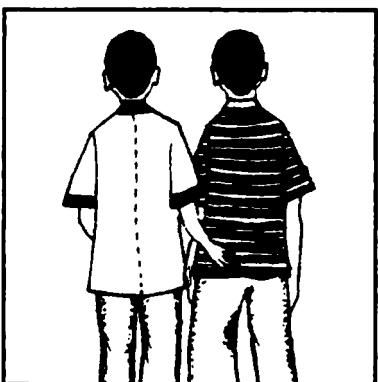
know how to multiply

4. last October



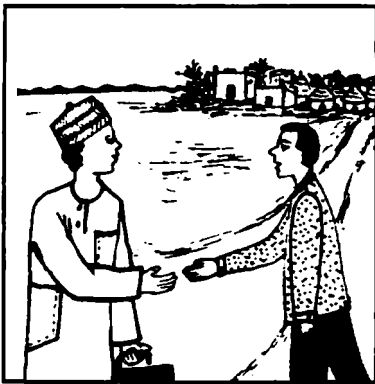
meet Nasser

today



be friends with Nasser

5. three years ago



say "goodbye" to his brother

today



not see his brother

6. beginning of the year



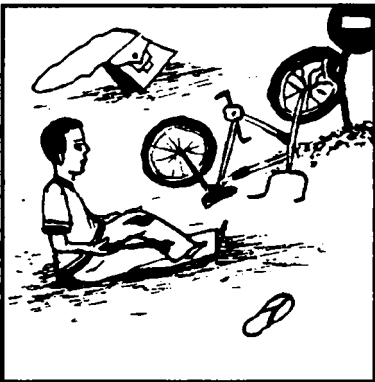
get some bus tickets

today



come to school by bus

7. two weeks ago



have an accident

today



walk on crutches

Questions with *How Long*

Questions with Affirmative Answers

- a. Question: **How long** has he worked in that shop?
Answer: He has worked there for two years.
- b. Question: **How long** have they lived here?
Answer: They have lived here since 1984.

Questions with Negative Answers

- c. Question: **How long** has it been since they saw each other?
Answer: They have not seen each other since 1986.
- d. Question: **How long** has it been since Moussa visited his village?
Answer: Moussa has not visited his village since the first year of middle school.

Exercise 1-13: Translating French into English

1. Il construit de belles maisons depuis 1979. ■ 2. Elle connaît les noms de tous ses élèves par cœur. ■ 3. N'avez-vous jamais appelé quelqu'un au téléphone? ■ 4. Les mauvais élèves viennent exprès en retard. ■ 5. Je n'ai jamais compris l'algèbre, mais je comprends la géométrie. ■ 6. Depuis quand enseigne-t-il l'anglais? ■ 7. Voudriez-vous aller au cinéma ce soir? ■ 8. Il est coiffeur depuis vingt ans. ■ 9. Selon vous, pourquoi a-t-il refusé de jouer la semaine dernière? ■ 10. Il vient de traduire la phrase numéro dix.

■ Writing _____

Building a Paragraph

Exercise 1-14: Building a Paragraph

Read the beginning of this paragraph and answer the questions to complete it. Write complete sentences. Do not copy.

Labo and Aïssa had their first child last holiday. On the day of the naming ceremony, I was in front of their house in the early morning...

Questions :

1. Who were the first people to arrive at the place where the ceremony was going to take place? ■ 2. Was the new baby's father busy that day? ■ 3. Did the drummers come? ■ 4. Who danced to their music? ■ 5. Who gave food to all the guests? ■ 6. Was there enough food? ■ 7. When did the feast end? ■ 8. Did you enjoy the naming ceremony? Why?

CHAPTER TWO

Kalla's Cold

Tassiou and Kalla are coming off the football field. Their team has lost 5 to 0, and Tassiou is angry.

Kalla: It's a shame that we lost, but you know what they say: "It's not whether you win or lose; it's how you play the game."

Tassiou: Well, you played terribly! That was a bad game, and it's your fault. You were too slow, and you didn't listen to the coach. We've been practicing passing for a couple of weeks, and you never once passed me the ball.

Kalla: *(He sneezes.)* Don't blame it on me! They're a good team.

Tassiou: But we're better than they are, and you haven't been playing as well as you usually do. What's the matter? Are you sick?

Kalla: *(He coughs.)* I've been very tired lately, and I have a cough. Maybe I've got bronchitis!

Tassiou: Come on, Kalla, you don't have bronchitis. You just have a cold. Do you remember what Dr. Almou said when he came to our class last year? He told us to rest, drink a lot of water, and not to exercise too much when we're sick. You haven't been taking care of yourself.

Kalla: You're right. I should go home and sleep.



That night there is a dance. Kalla goes because he does not want to miss the fun. Tassiou sees him there.

Tassiou: Kalla, what are you doing here? You said you were going to sleep.

Kalla: What? You're not going to leave me out when there's a party! I bought some antibiotic pills at the market, and I've been taking one every hour. I thought they were going to help me feel better, but I feel worse.

Tassiou: Of course you do! Antibiotics don't help a cold. And it's dangerous to take pills that you buy in the market. They are often contaminated. Kalla, go home and sleep.

Kalla: But I want to dance! If I take more pills...

Tassiou: Go home! If you have a headache, you can take an aspirin when you get home.

Kalla: My uncle brought a bottle of aspirin back from Nigeria, and I'll get some from him. But first, I want to dance with Karima. She said that she was going to meet me here.

Tassiou: Go home and go to bed!

The next day Tassiou goes to Kalla's house to see how he is feeling.

Tassiou: How do you feel today, Kalla?
Kalla: Awful! My stomach really hurts. The aspirin made me sicker.
Tassiou: How many did you take?
Kalla: Fifteen.
Tassiou: Fifteen?!!
Kalla: Yes, I had a bad headache.
Tassiou: My gosh! You've poisoned yourself! I told you to take one, not the whole bottle! We have to go to the doctor immediately!!



They rush to the clinic. The doctor works quickly and helps Kalla.

Doctor: It's a good thing that your friend came to check on you this morning.
Kalla: I didn't realize that I could kill myself. Everyone's been telling me that aspirin's good for a headache.
Doctor: Not fifteen pills! Why didn't you follow the directions on the bottle?
Kalla: The directions are in English, and English is very difficult, so I didn't read them.
Doctor: Let's see. It says: "Take two tablets three or four times a day."
Kalla: Hey, that's not so difficult.
Doctor: No, it's not, and it's important to follow directions, or else you'll get very sick. Go home, rest, and drink plenty of water. If you follow my directions, you'll feel better.



Exercise 2-1: Answering Questions on the Text

Answer each question using a complete sentence.

1. Did Kalla play well? ■ 2. How sick is Kalla? ■ 3. What sort of pills has Kalla been taking, and how often? ■ 4. Why does Kalla's stomach hurt the next morning? ■ 5. What can happen to you if you take too many aspirin? ■ 6. What did the doctor tell Kalla to do? ■ 7. Is the doctor's advice the same as Tassiou's?
8. Who can prescribe drugs? (a drug = *un produit pharmaceutique*) ■ 9. Why do you have to have a prescription to buy drugs? ■ 10. Why is it dangerous to take drugs without a prescription?

Exercise 2-2: Making Questions About the Text

Make questions from the following answers.

1. Because their team had lost. ■ 2. Because Kalla was too slow and did not listen to the coach. ■ 3. A cold. ■ 4. Some antibiotic pills. ■ 5. Fifteen. ■ 6. Take two tablets three or four times a day. ■ 7. He will feel better.

■ Vocabulary

to blame

a coach

a couple of

or else

a shame

to check on

a cough

to cough

a fault

whether

Exercise 2-3: Practicing the New Vocabulary

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

Example: The football team is happy because they have two good (X).
The football team is happy because they have two good coaches.

- 1 The young mother will (X) her new baby while he sleeps. ■ 2. Do not (X) me! I did not break your pen! ■ 3. You must sleep at night, (X) you will feel tired. ■ 4. They are (X) because they are sick. ■ 5. It is a (X) Fati is sick. ■ 6. He ate (X) cakes at the party, so he is not hungry. ■ 7. He likes cigarettes, so he has a bad (X). ■ 8. They lost the game, but it is not Rabiou's (X). He played very well. ■ 9. She does not know (X) or not she can go to the party.

■ Pronunciation

Thank vs. Tank: Sentences for Practice

1. It's **true**. I **threw** the ball.
2. He **taught** us to pass. I **thought** he was a coach.
3. He gave us a **tank** of oil. We need to **thank** him. (tank = *cuve*)

■ Expansion

Useful Phrases

by heart (*par cœur*):

The drummer knows the history of Omoro and Binta's family **by heart**.

all day long (*toute la journée*):

All day long, the people of the village will eat and dance.

little by little (*petit à petit*):

Little by little, his English improved.

It's a shame (*C'est dommage*):

It's a shame that you lost your purse. Perhaps you will find it.

or else (*sinon*):

You must follow the directions written on medicine bottles, **or else** you will get very sick.

to blame something on somebody (*rejeter la responsabilité de quelque chose sur quelqu'un*):

When Mahamadou failed his French exam, he **blamed it on** his French teacher.

Exercise 2-4: Practicing Useful Phrases

Complete the sentences with the phrases above. Replace each (X) with one word. Use each phrase once.

Example: People must plant more trees, (X) (X) the desert will grow.
People must plant more trees, or else the desert will grow.

1. This student is not very smart, but he does well because he always learns his lessons (X) (X). ■ 2. (X) (X) (X), the boy has grown up. ■ 3. (X) (X) (X) you failed your exam. You should study harder. ■ 4. After the rain, the farmers worked (X) (X) (X) planting millet. ■ 5. When they lost the football game, they (X) (X) (X) a bird that flew over their heads before the game began. ■ 6. You should not eat too much, (X) (X) you will get a stomachache.

Grammar

1. The Present Perfect Progressive

They **have been playing** football for one hour.
(*Ils jouent au football depuis une heure.*)

(= Tassiou and Kalla are playing football now.

+ They began one hour ago.)



She **has been working** since six o'clock.
(*Elle travaille depuis six heures.*)

(= The tailor is working now at seven o'clock.

+ She started at six o'clock.)



Explanation:

We use the present perfect progressive to express an action which began in the past and which has continued into the present.

Affirmative Examples of the Present Progressive

	Subject	+	Have / Has Been	+	Verb + ing	(+ Complement).
a.	The babies		have been		sleeping	since 7:30.
b.	Mrs. Illiassou		has been		teaching	for six years.
c.	I		have been		living	in Niger all my life.

Negative Examples

- d. They have not been sleeping.
- e. She has not been teaching.

Interrogative Examples

- f. Question: **Have they been sleeping?**
Answer: Yes, they have. or No, they haven't.
- g. Question: **What have you been doing?**
Answer: I've been reading a lot.

Exercise 2-5: Putting Verbs into the Present Perfect Progressive

Put the verb in parentheses into the present perfect progressive.

Example: Those students (study) since last week.
 Those students have been studying since last week.

1. Ali's mother (read) him a story since they finished dinner. ■ 2. The traders (bargain) with each other for half an hour. ■ 3. That poor man (ask) for money all his life. ■ 4. "You (travel) for a long time?" the driver asked. ■ 5. Mariama (not, sleep) well since her baby got sick. ■ 6. Everybody (talk) about the famous singer's new cassette. ■ 7. Kader (not, do) his homework, so he will not pass the next exam.

Exercise 2-6: Asking and Answering Questions

Use the phrases below to ask your classmates questions; they must answer truthfully.

Example: study English
 Question: *How long have you been studying English?*
 Answer: *I've been studying English for two years.*

1. live here ■ 2. sit in class ■ 3. listen to the teacher ■ 4. wear that watch ■ 5. go to this school ■ 6. eat millet ■ 7. study this lesson.

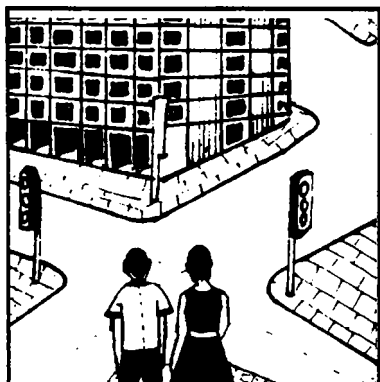
2. The Present Perfect vs. The Present Perfect Progressive

■ Use of Time Expressions

With the present perfect, we can use expressions like *once*, *twice*, and *three times*. We cannot use these expressions with the present perfect progressive.

Contrastive Examples

a 1986

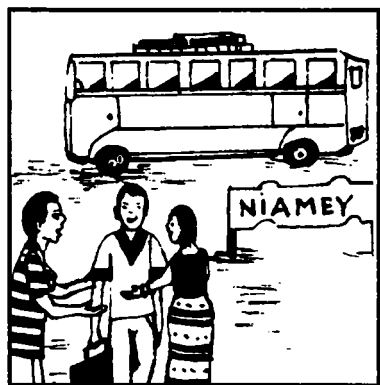


1987

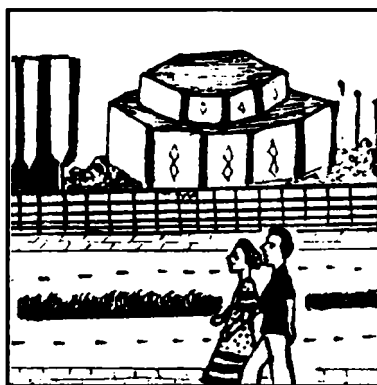


Fati **has visited** her cousin in Niamey twice - once in 1986 and once in 1987. (She is not in Niamey now.)

b last week



now



Salifou **has been visiting** his friend in Lomé since last week. (He is still visiting her now.)

c 6:30 this morning



7:30 this morning



Halima **has eaten** two mangoes today.

d twenty minutes ago now



The girls **have been eating dinner** for twenty minutes. (They are still eating now.)

English speakers use progressive tenses whenever possible.
Acceptable: I have studied English for two years.
Preferred: I **have been studying** English for two years.

Verbs Not Usually Used in Progressive Tenses

Many non-action verbs are rarely used in progressive tenses. For example:

- a. Correct: He **knows** Chaibou now.
Incorrect: ~~He is knowing Chaibou now.~~

Therefore, these verbs are not usually used in the present perfect progressive. For example:

- b. Correct: I **have known** Chaibou since 1987.
Incorrect: ~~I have been knowing Chaibou since 1987.~~

Other Verbs Not Usually Used in Progressive Tenses

be - believe - cost - hate - have - hear - like - love - mean - need - own - prefer - remember - see - understand - want

Exercise 2-7: Asking and Answering Questions

Student 1 asks a question. Student 2 answers.

Question: When did you { begin start } { wearing a watch? playing (a sport)? speaking (a language)? working in the fields? eating (food)? studying (subject)? }

Answer: I { began started } _____ ago.

Examples: S1: When did you begin studying English?
S2: I began studying English two years ago. That means I've been studying English since 19__.

Exercise 2-8: Using the Present Perfect Progressive When Possible
Read each sentence. Change it to the present perfect progressive if possible.

- Examples:**
- a. They have seen that movie twice.
(The progressive is not possible.)
 - b. I have lived in this city for three years.
I have been living in this city for three years.
(It is preferable to use the progressive form.)

- 1. Aboubacar has gone to Dakoro Middle School since 1986. ■ 2. Kalla has felt sick lately.
- 3. El Hadji Iro has always owned a Peugeot. ■ 4. We have taken care of our grandparents since they left their village. ■ 5. It has rained for two days. ■ 6. I have heard that you should not eat a lot before you go swimming. ■ 7. Those men have prayed for ten minutes. ■ 8. The Chinese have grown rice for thousands of years. ■ 9. My brother has been in love with his girlfriend since they were teenagers. ■ 10. Mrs. Salissou has had three babies in four years. She loves children. ■ 11. "I have always believed that a smile is the best medicine!" exclaimed the happy girl. ■ 12. The karate expert has fought many fights since he began working for the police.

3. Reported Speech: Reporting Commands

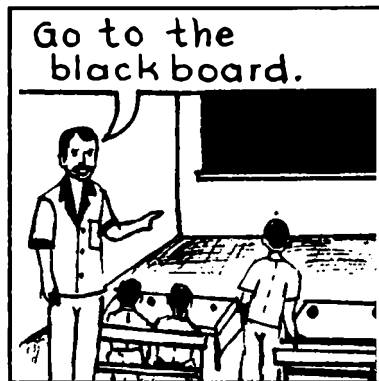
■ What are Direct and Reported Speech ?

Direct Speech:

The teacher said to Moussa, "Go to the blackboard."

Reported Speech:

The teacher told Moussa to go to the blackboard.



■ Reporting Negative Commands

Direct Speech:

The little boy's mother said to him, "Don't touch that fire!"

Reported Speech:

The little boy's mother told him not to touch the fire.



■ Reporting Requests or Favors

Direct Speech:

Amina said to Abdou, "Could you please lend me your bicycle?"

Reported Speech:

Amina asked Abdou to lend her his bicycle.



Direct Speech:

Mr. Ado said to Garba, "Please don't turn on the radio."

Reported Speech:

Mr. Ado asked Garba not to turn on the radio.



Explanation:

We use the verb *ask* to report polite requests.

4. Punctuation of Direct Speech

↓ quotation marks ↓
The teacher said to Moussa, "Go to the blackboard."
comma ↑ period ↑

Note: Everything inside the balloon in the picture is inside the quotation marks in direct speech, even the punctuation.



5. Punctuation of Reported Speech

⇓ no quotation marks ⇓

The teacher told Moussa to go to the blackboard.

no comma ↑↑

period ↑↑

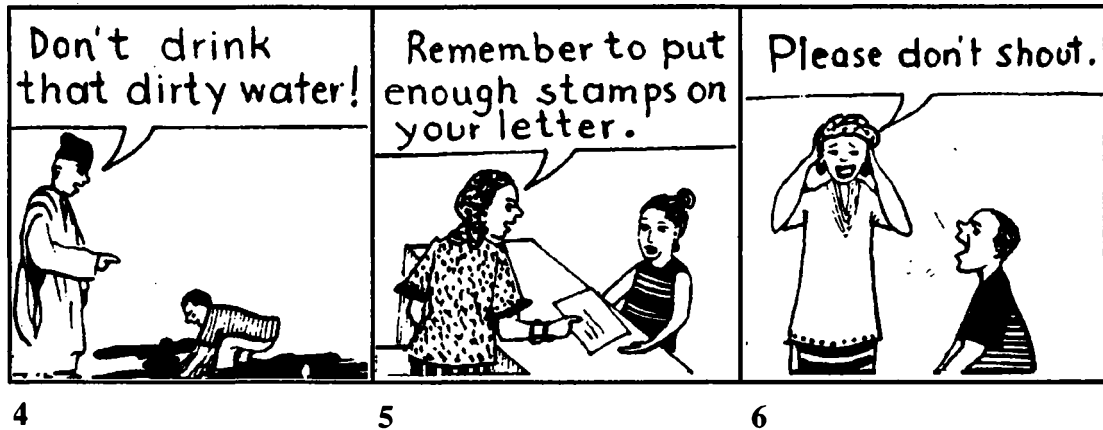
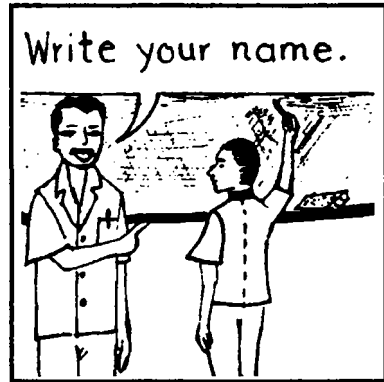
Exercise 2-9: Using Direct Speech

What did the people say? Use direct speech to write one sentence about each picture. Check these things:

1. Use *said to* in each sentence.
2. Use correct punctuation.

Everything inside the balloon goes inside the quotation marks.

Example: *The teacher said to the boy, "Write your name."*



Exercise 2-10: Using Reported Speech

Use reported speech to say what happened in the pictures in Exercise 2-9.

Remember:

1. Use *told* or *asked*.
2. Check your pronouns.
3. Use *to* or *not to*.

Example: *The teacher told the boy to write his name.*

6. Verbs Followed by Noun Phrases and Infinitives



Example

The teacher *is telling* the student *to get* the shovel for her.

Other Examples

Subject	+	Verb	+	Noun/Pronoun	+	Infinitive	(+ Complement)
I		want		you		to stay	home this afternoon.
<i>(Je veux que vous restiez chez vous cet après-midi.)</i>							
They		did not expect		the thief		to escape.	
She		wants		the class		to get	their books.
They		do not need		you		to finish	the job.
We		will invite		our friends		to have	lunch.

Verbs which are often used in this structure are:

advise	forbid (<i>interdire</i>)	permit (<i>permettre</i>)
allow (<i>permettre</i>)	force (<i>forcer</i>)	tell
ask	invite	wait for
expect (<i>s'attendre à</i>)	need	want

Exercise 2-11: Answering Questions

Answer each question with a complete sentence. Use the same tense in the answer as in the question.

- Examples:**
- a. What does your mother not want you to do?
She does not want me to fight with my brother.
 - b. What will you invite your friend to do?
I will invite her to see a movie.

1. What did God want Ibrahim to do to his son? ■ 2. What does a farmer want his workers to do? ■ 3. What does a lion not want a hunter to do? ■ 4. What did Tassiou advise Kalla to do? ■ 5. What can a strong boy force a weak boy to do? ■ 6. What does a director expect teachers to do? ■ 7. What does a teacher not allow students to do?

Exercise 2-12: Completing Sentences

Complete each sentence meaningfully.

Example: Parents want their children...
Parents want their children to be healthy.

1. My sick friend needs me... ■ 2. The bush taxi driver waited for the passengers... ■ 3. Our parents expect us... ■ 4. The law has never permitted people... ■ 5. That little boy's uncle does not allow him... ■ 6. The thief forced the man... ■ 7. I did not expect so many people... ■ 8. The headmaster forbade the students... ■ 9. The man's unhappy wife asked the marabout... ■ 10. The coach has been advising the football team... ■ 11. Ramatou is unhappy because nobody has invited her... ■ 12. It is not good to permit people...

Exercise 2-13: Translating French into English

Translate these sentences into English.

1. Le professeur nous demanda de traduire ces dix phrases. ■ 2. Les mauvaises coutumes disparaissent petit à petit. ■ 3. Maman nous a dit de ne pas manger le gâteau qu'elle a fait. ■ 4. «Prends-tu de l'aspirine contre (= *for*) tes maux de tête?» dit l'infirmière. ■ 5. Ce professeur enseigne l'anglais depuis dix ans. ■ 6. Mamadou a abandonné les cigarettes il y a deux mois. ■ 7. Dieu veut que nous aimions nos voisins comme nous nous aimons. ■ 8. «Pourriez-vous me prêter votre stylo?» demanda Ali. ■ 9. Est-ce que l'Alaska est l'endroit le plus froid du monde? ■ 10. «Au secours! Un serpent vient de me mordre!» a crié le moissonneur.

■ Listening Comprehension

Exercise 2-14: Answering Questions

Choose the best answer in each item. Do not write in this book!

1. Souley is unhappy at his new high school because
 - a. his parents are excited that he spent three months in the city.
 - b. he has not studied much.
 - c. the students want him to drink alcohol.
 - d. he is afraid the other students will hit him.
2. Souley refused to drink any beer because
 - a. he was not wearing jewelry.
 - b. he did not want to get into trouble.
 - c. the boy told him to relax.
 - d. he was not outside the school.
3. Souley's mother told him
 - a. to always say "no" to other students.
 - b. that the kids in the village do not like him.
 - c. not to drink beer.
 - d. that he is not popular.
4. Which of the following is **not** true?
 - a. The kids in Souley's village like him.
 - b. Souley is not popular in his village.
 - c. Souley's parents are proud of him.
 - d. Souley is doing well in school.

A Letter Giving Advice

Didjé has a problem, so she has written to her older cousin to get some advice. Read Didjé's letter to her cousin.

Box 7796
Maradi, Niger
November 17, 19—

Dear Aïchatou,

Hello! How are you? I am fine, but I have been having a lot of problems with my guardian lately. I was hoping you could give me some advice.

As you know, I have been staying with a family since the first year of middle school and we have never had any big problems. Well, this year one of the daughters got married and now I have been given all of her work to do too. Before she got married I was responsible for taking care of the younger children and feeding the animals. I never had enough time to study. Now I must also wash the family's clothes and prepare food every weekend. How can I tell the family that it is too much work and that I need more time to study? I am afraid I will fail my exams if they give me any more work to do. I sure hope you can help.

Your cousin,
Didjé

Exercise 2-15: Answering Didjé's Letter

Follow the steps below.

Step One: Discuss these points with your class and your teacher.

1. Where did Didjé put her own address and the date? 2. How does Didjé address her cousin? 3. Where is the indentation? 4. How does Didjé close the letter?

Step Two: Aïchatou's answer to Didjé's letter is started below. Complete her letter by answering the questions below. Your teacher will begin the exercise on the blackboard. Remember: You are writing a letter, so do not number your sentences.

Aïchatou's Advice

Box XXX
XXXXX, Niger
December 3, 19—

Dear Didjé,

Thank you for your letter. I am glad you wrote to me. I hope I can help.
Guardians often have problems when a daughter marries because...

Questions:

1. Why do guardians have problems when their daughters marry? ■ 2. Who chose guardians for students in the past? ■ 3. Is it easy to find a guardian and live with him nowadays? Why or why not? ■ 4. What kinds of problems do students come across with their guardian's family? ■ 5. What should students do for their guardians from time to time? ■ 6. Who do you advise Didjé to talk to about her problem? ■ 7. Where should she study to avoid too much work? ■ 8. If she cannot, what do you advise her to do?

CHAPTER THREE

The Two Sisters

Once upon a time there was a very rich man. Instead of marrying one woman and then waiting before marrying another, like other men, he married two women from two different villages on the same day. He brought them to his house.

In front of the whole village, he spoke to his two new wives and said, "I have married you together for a reason. I have seen and heard many quarrels in polygamous families. These problems result from the first wife's dominance or from the younger wife's insubordination. I have married you at the same time; that way, one of you can't claim superiority over the other, and you will regard each other as equals and live happily together."

That's what happened. They lived happily together, and after a year each wife had a baby girl. The children were very beautiful and looked alike. Their father gave a great feast and named them Sun and Moon.

While growing up, Sun and Moon loved each other very much. Their father was happy because his idea appeared to be working.

When the girls were eight years old, however, Sun's mother gave birth, this time to a baby boy. Moon's mother was not even pregnant. Moon's mother began to worry because Sun's mother had two children. She now thought that Sun's mother was better than she was, and she was jealous. Moon's mother started to hate Sun's mother and to quarrel with her. She became even angrier when Sun's mother did not take her arguments seriously.



When the baby boy was one month old, Moon's mother decided to hurt Sun's mother by killing Sun. She put poison in some rice and gave it to Sun. Sun ate it and died immediately.

All the villagers were sad when they heard the news, and Sun's half-sister Moon wept bitterly day and night.

Then, one day, while walking through a small farm near the village, Moon heard a voice just like Sun's voice. It sang sadly: "Moon! Moon! My beautiful sister! Your mother has taken my life. She has done a cruel thing. The cruel hands of your mother have killed me."



When Moon heard this she became very upset. She ran through the village screaming, "Kill me too, Mother!" All the villagers came out of their houses and saw Moon pointing at her mother, repeating, "Kill me too!"

That night Moon sneaked out of her house. The next morning the villagers found her dead in the village stream.

Adapted from *A Nigerian Villager in Two Worlds*
by Okafor-Omali

Exercise 3-1: Answering Questions on the Text

Answer the questions in complete sentences.

1. Why did the man marry both wives at the same time? ■ 2. Did the man's idea work? Why or why not? ■ 3. Why did Moon's mother kill Sun? ■ 4. How did Moon find out who had killed Sun? ■ 5. Where was Moon when she heard the voice? ■ 6. What did Moon do after she found out who had killed Sun? ■ 7. How did Moon die? Who killed her?
8. What should you do when you are jealous of someone? ■ 9. Why do people kill themselves? ■ 10. What are some advantages and some disadvantages of polygamy?

Exercise 3-2: Making Questions About the Text

Make questions for the answers given.

1. Because his idea appeared to be working. ■ 2. Because she was jealous. ■ 3. She killed herself. ■ 4. Because he did not want them to quarrel. ■ 5. No, he was rich. ■ 6. No, he had two wives.

Vocabulary

alike	dead	to grow up (grew, grown)	pregnant
appear	an equal	instead of	to sneak
to claim	a feast	jealous	

Exercise 3-3: Practicing the New Vocabulary

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

Example: That man (X) to be the chief, but we know he is not.
That man *claims* to be the chief, but we know he is not.

1. She plays cards (X) other games. ■ 2. You should regard your classmates as (X). ■ 3. They had a big (X) to celebrate the birth of the baby. ■ 4. There is no difference between the two pictures; they are (X). ■ 5. Koffi was born in Accra, but he (X) in Lagos. ■ 6. A thief always (X) out of a house after he steals things. ■ 7. Habibou is (X) because his brother received a gift, but he did not. ■ 8. A (X) animal cannot run. ■ 9. She (X) to be happy, but she is really sad. ■ 10. That woman is (X); she will give birth to a baby in two months.

Stress in English

In English, we accent a word if it is very important in a sentence. Listen as your teacher reads these sentences out loud.

- a. The **boy** stole the radio. (Not the girl.)
- b. The boy **stole** the radio. (He did not buy it.)
- c. The boy stole the **radio**. (Not the cassette player.)

Exercise 3-4: Understanding Stress

Follow the steps.

Step One: Read the question.

Step Two: Your teacher will read each question three times, with different stress each time.

Step Three: Each time, raise one finger if answer 1 is correct, two fingers if answer 2 is correct, and three fingers if answer 3 is correct.

Example: Question: Did the girl give Alio some rice?
Possible answers: 1. No, it was the **boy**, not the girl.
2. No, she gave it to **Hamidou**.
3. No, she **sold** it to him.
Your teacher reads: a. Did the girl give **Alio** some rice?
(Answer 2 is correct.)
b. Did the girl **give** Alio some rice?
(Answer 3 is correct.)
c. Did the **girl** give Alio some rice?
(Answer 1 is correct.)

- 1. Question: Did Mahamadou take a plane to Lagos last week?
Possible answers: 1. No, **Mariama** did.
2. No, he went by **bush taxi**.
3. No, he went to **Kano**.
- 2. Question: Were four girls dancing in the street until ten o'clock?
Possible answers: 1. No, there were **three** of them.
2. No, they were **inside Fati's compound**.
3. No, they were **riding bicycles**.
- 3. Question: Did Fati put her science book under the table last night?
Possible answers: 1. No, it was her **math** book.
2. No, **on** it, not **under** it.
3. No, **Mariama** did.
- 4. Question: Will Mr. Mahamadou name his first-born son Alio?
Possible answers: 1. No, Mr. **Abdoulaye** will.
2. No, he'll name him **Sani**.
3. No, he'll name his **second** son Alio.
- 5. Question: Did Mariama take an antibiotic when she was sick?
Possible answers: 1. No, **Fati** did.
2. No, she took **aspirin**.
3. No, she took it **when the doctor prescribed it** for her.

Exercise 3-5: Asking Questions with Different Stress

In pairs, practice asking and answering the questions in Exercise 3-4 above.

- Examples:**
- a. Student 1: *Did the **girl** give Alio some rice?*
Student 2: *No, it was the **boy**, not the girl.*
 - b. Student 1: *Did the girl give Alio some **rice**?*
Student 2: *No, she **sold** it to him.*

■ Function

1. Congratulating Someone

Examples

- a. Mariatou: **Congratulations on** the birth of your new son, Yahaya!
Yahaya: Thank you!
- b. Fati: **Congratulations on** your excellent grade in history class, Obi.
Obi: Thank you!

Explanation:

You give congratulations when someone has done something exceptional (passed his exams, had a baby, gotten a new job).

2. Expressing Condolences

Examples

- a. Ramatou: **I'm sorry about** your father's death, Hanatou.
Hanatou: Thank you.
- b. Boubacar: **I was sorry to hear about** your brother, Boukary.
Boukary: Thank you.

Explanation:

You give condolences to someone after somebody he or she loved has died.

Exercise 3-6: Acting Out Sad and Happy Situations

In groups of two act out the situations below, giving each other condolences and congratulations.

- Examples:**
- a. Situation: Student 2's father died last night.
Student 1: *I'm sorry to hear about your father.*
Student 2: *Thank you.*
 - b. Situation: Student 2's mother gave birth to a boy yesterday.
Student 1: *Congratulations!*
Student 2: *Thank you.*

1. Student 2's uncle died. ■ 2. Student 2's best friend died. ■ 3. Student 2's mother had a baby girl. ■ 4. Student 2's wife died. ■ 5. Student 2 got a new job. ■ 6. Student 2 has passed his / her national exam. ■ 7. Student 2's sister died.

1. Word Families

Noun	Verb	Adjective	Antonym	Adverb
a quarrel	to quarrel	quarrelsome	agreeable	agreeably
a difference	to differ	different	the same	differently
an equal	to equal	equal	unequal	equally
an argument	to argue	argumentative	agreeable	argumentatively
a death	to die	dead	alive	deadly

Exercise 3-7: Practicing Word Families

Rewrite the sentences using the correct form of the word in parentheses.

Example: Men and women are (difference).
Men and women are different.

1. Our traditions are (to differ) from Europeans’ traditions. ■ 2. The boy’s friend (dead) last year. ■ 3. Ali’s (quarrel) with his girlfriend surprised all his friends. ■ 4. The man wants his two friends to regard each other as (equally). ■ 5. The director’s (die) surprised many people in the village. ■ 6. The school administration does not permit students to (argue) in the classroom. ■ 7. Amadou and Ousmane hate each other; they have often (quarrelsome). ■ 8. Haoua (differently) from Adama only in height. ■ 9. Nobody could understand her (argue). ■ 10. They found the president (death) in his bed. ■ 11. There is a (differ) between the two drugs. ■ 12. The fight between the two sisters is an (equally) one.

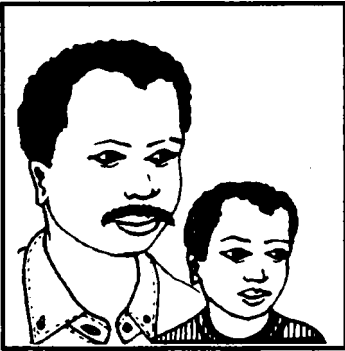
2. Comparisons With Like

Examples

a. A cup is like a glass because you can drink from it.



b. Rabiou looks like his father.



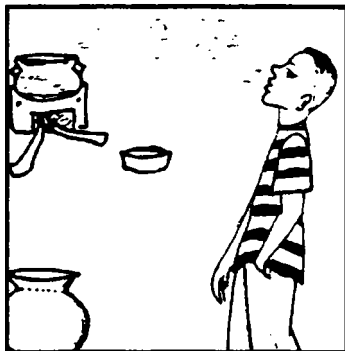
c. Fatou sounds like her mother when she sings.



- d. What is this fruit? Yuck!
It **tastes like** a lemon!
(lemon = *citron*)



- e. That sauce **smells like** peanut sauce.



Exercise 3-8: Practicing Idiomatic Expressions

Follow the steps.

Step 1: Study the information about the three people below.

Habou

runs very fast
sleeps deeply
eats very little
seldom smokes

Rakia

swims well
works hard
is healthy - feels fine
never smokes

Mohamed

smokes a lot
eats a lot
drinks a lot
swims badly

Step 2: Make seven sentences about Habou, Rakia, and Mohamed.

Example: *Habou runs like a hare.*

Grammar

1. *Either* and *Too*

Either

Example



Moon does not have any shoes,
and Sun does not, **either**.

(*Moon n'a pas de chaussures, et Sun non plus.*)

(Moon does not have any shoes.

+ Sun does not have any shoes.)

Explanation:

We use *either* when combining two similar negative ideas to form one sentence.

Exercise 3-9: Making Sentences Using Either

Make a new sentence using the subject in parentheses and *either*.

Example: Aïcha does not have a bicycle. (Hadjara)
Aïcha does not have a bicycle, and Hadjara does not either.

1. I will not have any money left next week. (Saminou) ■ 2. She does not like goat meat. (Rami) ■ 3. We did not like that Western film. (they) ■ 4. History is not difficult. (geography) ■ 5. Sports have never interested him. (art) ■ 6. Inoussa is never polite. (Nouhou) ■ 7. Math class was not interesting today. (science)

■ Too

Examples



- a. Halima has had a baby, and Mariama has, **too**.
(*Halima a eu un enfant, et Mariama aussi.*)
(Halima has had a baby. + Mariama has had a baby.)

- b. Rice is nutritious, and millet is, **too**.
(Rice is nutritious. + Millet is nutritious.)

Exercise 3-10: Making Sentences Using Too

Make a new sentence using the subject in parentheses and *too*.

Example: Moussa came to school early. (Ali)
Moussa came to school early, and Ali did, too.

1. Karim comes from Aguié. (Hadiza) ■ 2. A Mercedes is expensive. (a Peugeot) ■ 3. Abdou likes to play football. (Gabaye) ■ 4. I have been to Benin on vacation. (they) ■ 5. Hausa is an important language. (Zarma) ■ 6. Mr. Moustapha teaches math. (Mr. Omar) ■ 7. Lagos is a big city. (Kano)

Exercise 3-11: Writing Sentences Using Too and Either

Write a complete sentence following the examples. Use *too* or *either* in each.

- Examples:**
- a. President Kountché did not live in Lagos. / President De Gaulle
President Kountché did not live in Lagos, and President De Gaulle did not either.
 - b. Harouna has caught many fish. / Djibo
Harouna has caught many fish, and Djibo has, too.

- 1. Amina likes Western films. / Alio ■ 2. Jomo Kenyatta is not alive. / Kwame Nkrumah
- 3. Candy is not good for little children. / Coca-Cola ■ 4. Kano is a city in Nigeria. / Jos
- 5. Mangoes are not expensive. / oranges ■ 6. Moon was beautiful. / Sun ■ 7. Maradi is not in Senegal. / Takoradi.

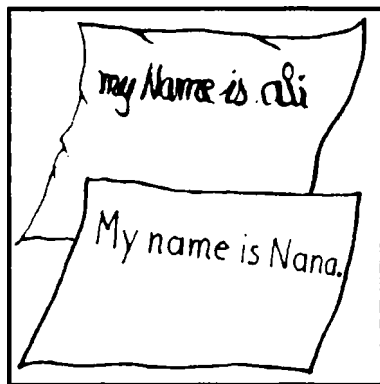
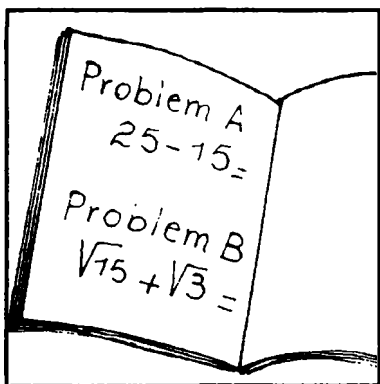
2. Less and Fewer

Less with Adjectives and Adverbs

Examples

- a. Problem A is **less** difficult **than** problem B.
(*Le problème A est moins difficile que le problème B*).

- b. Ali writes **less** carefully **than** Nana.



Explanation:

Less than is used with adjectives and adverbs to indicate inferiority.

Exercise 3-12: Asking and Answering Questions Using Less...Than.

Use the adjective or adverb in parentheses to compare the two items. Use the structure *less... than*. There are two possible answers. Choose the answer which is true for you.

- Examples:**
- a. Math class, English class (interesting)
Possible Answer: *Math class is less interesting than English class.*
Possible Answer: *English class is less interesting than Math class.*
 - b. study English, study French (often)
Possible Answer: *I study English less often than I study French.*
Possible Answer: *I study French less often than I study English.*

- 1. a chair, a table (heavy) ■ 2. Math class, football game (exciting) ■ 3. read English, read French (easily) ■ 4. walk to school, walk to a football game (quickly) ■ 5. a bicycle, a motorcycle (dangerous) ■ 6. a goat, a sheep (expensive) ■ 7. eat rice, eat salad (regularly).

■ Fewer and Less with Count and Non-Count Nouns

Examples

a. Amina has **fewer** mangoes than Balkissa.



b. Balkissa has **less** money than Amina.



Explanation:

We use *less* for non-count nouns and *fewer* for count nouns.

Exercise 3-13: Making Sentences with Less and Fewer

Make a new sentence with the same meaning as each of the sentences below. Use *less* or *fewer* in each sentence.

Examples:

a. Aguié did not get as much rain as Guidan Roudmji.

Aguié got less rain than Guidan Roudmji.

b. Karim has more camels than Moussa.

Moussa has fewer camels than Karim.

1. The teacher has more chalk than Ali. ■ 2. Abou eats more rice than Souley. ■ 3. Ibbo's father did not sell as many coconuts as Illa's father. ■ 4. Halima did not write as many letters as Ramatou did. ■ 5. That tree does not have as many leaves as this tree. ■ 6. Halidou has more time to go to the store than Saminou (store = *boutique*). ■ 7. Aïchatou has more francs in her hand than her sister does.

Exercise 3-14: Writing Comparisons with Less and Fewer

Write seven sentences making true comparisons based on the information given below. Use *less... than* with adjectives and non-count nouns. Use *fewer... than* with count nouns.

	<u>Sagalo</u>	<u>Harouna</u>
Weight	heavy	very heavy
Height	tall	short
Education	primary school	university
Children	17	3
Wives	3	1
Land (land = <i>terre</i>)	1 compound	2 compounds
Houses	7	3
Money spent	2,000 francs a week	5,000 francs a week

Example:

a. *Sagalo is less heavy than Harouna.*

b. *Harouna has fewer houses than Sagalo.*

3. Gerunds in Object Position

■ Gerunds After Verbs

Examples

- a. He **stopped walking** because his feet hurt.
- b. They **enjoy reading** Hare and Hyena stories.
- c. We **finished eating** dinner at 9:00.

Explanation:

Gerunds may follow all the verbs below:

allow	begin*	finish	like*	prohibit (<i>interdire de</i>)
anticipate (<i>anticiper</i>)	detest (<i>détester</i>)	forbid	love*	start*
avoid (<i>éviter</i>)	enjoy	hate*	permit	stop

Correct: She **likes working** in Zinder.

Correct: She **likes to work** in Zinder.

Exercise 3-15: Using the Gerund After Verbs

Put each verb in parentheses in the gerund form.

Example: The director forbids (smoke) in the classroom.
 The director forbids smoking in the classroom.

1. They finished (write) the letter in class. ■ 2. Amina detests (sweep) her mother's house.
■ 3. Dan Rani finished (take) his exams in July. ■ 4. The director prohibits (eat) in the classroom. ■ 5. The teachers avoid (talk) about each other. ■ 6. Inoussa stopped (drink) during Ramadan. ■ 7. The girls began (sew) at eight o'clock.

■ Gerunds After Possessives

Examples

- a. Ali likes **Amina's cooking**.
- b. She thinks **Mohamed's dancing** in the market every Monday is funny.

Exercise 3-16: Using Gerunds After Possessives

Choose the best verb from the list to replace the (X) in each sentence. Do not repeat any verb. Do not write in the book!

swim write drink buy talk sleep go drive kick

Example: The teacher says Zeinabou's (X) is very clear.
 The teacher says Zeinabou's writing is very clear.

1. My brother's (X) Coca-Cola all the time is bad for his teeth. ■ 2. The villagers' (X) keeps the school director awake at night. ■ 3. Djamilla's (X) mangoes for her children, instead of candy, is intelligent. ■ 4. Zabérou's (X) in class, and not in his bed at home, is impolite. ■ 5. Your sister's (x) in the river is not good for her health. ■ 6. El Hadji's (X) to Mecca every year is very expensive. ■ 7. Everyone thinks that the truck driver's (X) to Libya is dangerous.

* Infinitives may also follow these verbs.

■ Gerunds After Prepositions

Examples

- a. **Before eating**, we should wash our hands.
- b. She is thinking **about traveling** in East Africa.
- c. The man left town **without saying** goodbye.

Explanation:

A verb which follows a preposition must always be a gerund. No exceptions!

Exercise 3-17: Completing Sentences

Complete each sentence with a gerund. You may also add a complement. Use a different gerund in each sentence.

- Examples:**
- a. It is impolite to leave a party without...
It is impolite to leave a party without saying goodbye.
 - b. I'm not accustomed to...
I'm not accustomed to speaking English at home.

1. My brother is afraid of... ■ 2. My uncle went to bed after... ■ 3. Do you think about...
4. My friend is good at... ■ 5. My father insists on... ■ 6. My sister is responsible for...
■ 7. I thought of...

Exercise 3-18: Putting Verbs in the Correct Tense or Form

Put each verb in parentheses in the best tense or form. Use the gerund when possible.

- Example:** The girls (watch) television after (eat) dinner last night.
The girls watched television after eating dinner last night.

1. While (sleep) last night, I (have) a bad dream. ■ 2. After (read) the book yesterday afternoon, the boy (fall) asleep. ■ 3. He (go) to the market this morning before (come) to school. ■ 4. We (like) (walk) to our village on weekends. ■ 5. The teacher (stop) the class last Friday because of Ali's (talk). ■ 6. Karim (detest) (take) his exams last June. ■ 7. Upon (arrive) in Mecca next week, my father (change) his money.

Exercise 3-19: Translating French into English

Translate the sentences from French into English.

1. Il y a moins d'élèves ici cette année que l'année dernière. ■ 2. Combien d'élèves y a-t-il dans ta classe? ■ 3. Il y a quelques livres sur la table. ■ 4. A quoi ressemble ta sœur? ■ 5. Son frère joue au football et son cousin aussi. ■ 6. Je n'aime pas l'algèbre, et mes amis non plus. ■ 7. Il attend une lettre de sa mère depuis vendredi. ■ 8. Ils se préparent pour les vacances en Amérique depuis une année. ■ 9. Le professeur a dit qu'elle était allée à Zinder plusieurs fois. ■ 10. Le directeur a dit qu'il voulait donner des cours tous les mercredis après-midi.

■ Listening Comprehension

Exercise 3-20: Answering Questions

Choose the best answer in each item. Do not write in this book!

1. Which of the following is given in the text as a cause for divorce?
 - a. The Koran.
 - b. Taking a second wife.
 - c. Fighting.
 - d. Children.
2. Children of divorced parents do badly in school because
 - a. they understand their father.
 - b. the new wife is not bad.
 - c. they go to bad schools.
 - d. they are unhappy.
3. Divorce is terrible for Muslim women because
 - a. their children are always with them.
 - b. the new wife is biting their children.
 - c. they are unhappy when their children are not with them.
 - d. they have to keep the children when the children are seven years old.
4. Divorce is
 - a. the end of a marriage.
 - b. taking a second wife.
 - c. fighting too much.
 - d. keeping the children when they are seven.

■ Writing

A Letter of Congratulations

Exercise 3-21: Writing a Letter of Congratulations

Your friend Issa and his wife Hadiza have just had a baby boy. They live in Nigeria, and you want to write them a letter of congratulations. The letter is started below.

Your address and today's date

B.P. XXX
....., Niger
November 19,
19XX

Dear Issa,
Congratulations on the birth of your new son!
How are you? I am fine.

Step 1: Copy the beginning of the letter with your address and the correct date.

Step 2: Complete the letter mentioning everything below. Remember! You are writing a letter. Do not number your questions and sentences.

Questions :

1. His wife's health? ■ 2. The baby's health? ■ 3. The date and place of the naming ceremony? ■ 4. Your family. ■ 5. Your school work. ■ 6. Your favorite class in school this year. ■ 7. Congratulate them again. ■ 8. End with... *Your friend*, your name.

CHAPTER FOUR

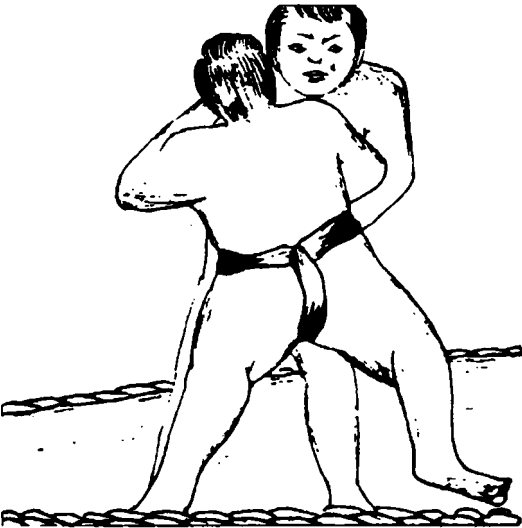
The Sport of Wrestling

Wrestling is one of the oldest and most well-known sports in the world. Wrestling matches two people against each other as a sport and as a way to settle arguments. Some societies even use wrestling as a way to choose a woman's husband! In all forms of wrestling, wrestlers use techniques that we call *holds* to grasp their opponents and control them. Successful wrestling requires strength, speed, coordination, and intelligence. A clever wrestler can often defeat a stronger and heavier opponent.

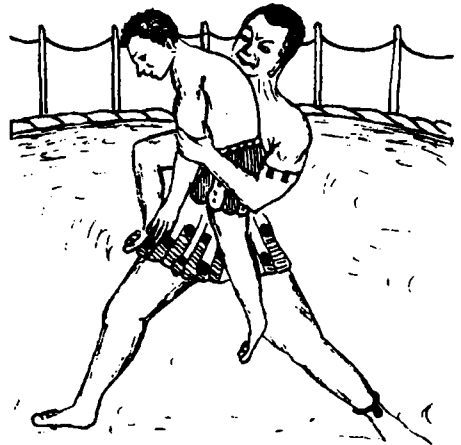
There are more than fifty kinds of wrestling. Each has its own rules. Two of the most popular forms of wrestling are Greco-Roman and Freestyle. In Greco-Roman wrestling, a wrestler may not grab his opponent's legs or use any hold below the waist. In Freestyle wrestling, a wrestler may use his legs as scissors to grasp his opponent's arm or leg. Wrestlers receive points for skillfully making different holds. The match ends when a wrestler holds his opponent's shoulder to the ground for two seconds. Greco-Roman is more popular in Europe, and Freestyle is more popular in the United States. Japanese, Russian, and Turkish wrestlers are popular for their skills in both forms.



The Japanese have another form of wrestling that they call Sumo wrestling. Instead of holding an opponent to the ground, the Sumo wrestler tries to throw his opponent down or force him outside a 4.6 (four point six) meter circle.



Another kind of wrestling, which is more entertainment than sport, is professional wrestling. This kind of wrestling is very popular in the United States. Professional wrestlers wear fantastic costumes and use unusual names. Usually a "hero" is matched against a "villain," who may kick, bite, or hurt his opponent.



In Africa there are many wrestling matches during the dry season after the harvest. Mbonu Ojike, who wrote a book called *My Africa*, describes the Nigerian tradition of wrestling...

Wrestling is one of our most challenging sports, requiring great skill. We wrestle in order to teach young people skill, strategy, and quickness. There are three ways of defeating your opponent. First, you may surprise the opponent with an attack. You pick him up and lift him above the ground. Even a millimeter off the ground is enough. The judge names the winner. You let him fall. Second, you may give him a good push which forces him to lose his balance and fall. Third, you may manipulate him so cleverly that he turns his back while trying to avoid falling. You have won because turning one's back on an opponent is retreat, and retreat is defeat. A wrestling match takes place very quickly and requires more mental than physical strength.

Adapted from *My Africa* by Mbonu Ojike

Exercise 4-1: Answering Questions on the Text

Answer each question using a complete sentence.

- 1. What is one of the most well-known sports in the world? ■ 2. In which form of wrestling, Freestyle or Greco-Roman, is the wrestler not allowed to grab the opponent below the waist? ■ 3. How does a wrestler win a Greco-Roman or Freestyle wrestling match? A Sumo wrestling match? ■ 4. Where do people practice Sumo wrestling? ■ 5. In professional wrestling, which person bites, kicks, and hurts? ■ 6. When do wrestling matches usually take place in Africa? ■ 7. According to Mbonu Ojike, is it more important to be strong or smart?
- 8. Describe the form of wrestling they practice in your village or town. ■ 9. Who is a popular wrestler in your country? How do you know about him? ■ 10. In your opinion, is it more difficult to lift someone up off the ground or to hold someone's shoulder on the ground? ■ 11. What is your favorite sport? Why?

Exercise 4-2: Making Questions About the Text

Make questions for these answers.

- 1. Yes, it is. ■ 2. Holds. ■ 3. More than fifty. ■ 4. Yes, they do. ■ 5. Japanese, Russian, and Turkish wrestlers are. ■ 6. A hero and a villain. ■ 7. In Africa.

■ **Vocabulary**

to avoid	to hold	skillfully	well-known
entertainment	an opponent	a villain	to wrestle
to grab	to settle		

Exercise 4-3: Practicing the New Vocabulary

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

Example: Ahmat is very good at sports; he plays football and (X).
Ahmat is very good at sports; he plays football and wrestles.

- 1. If you have an argument with a friend, try to (X) it by talking, not by fighting. ■ 2. The child was furious, so he (X) his brother's pen. ■ 3. India's love movies are (X) in Africa. ■ 4. She is (X) the baby because he was crying. ■ 5. Sports are good (X). ■ 6. The police killed the (X) at the end of the movie. ■ 7. On a hot day, people (X) the sun. ■ 8. Mariama writes (X); everybody enjoys her stories. ■ 9. He lost the match because his (X) was stronger than he.

■ Pronunciation _____

Fought vs. Thought

Exercise 4-4: Sentences for Practice

Read the following sentences aloud. Pay special attention to the difference between the /f/ and /th/ sound.

1. He was the **first** in the race. I'm not surprised at his **thirst**. (race = *course*) ■ 2. I'm surprised that they **fought**. I **thought** they were friends. ■ 3. They're **free**? Give me **three**!

■ Function _____

Talking About Your Skills

I'm { **really good at** football.
terrible at boxing.
not so good at wrestling.

I'm **training in** high jumping.

<u>Sports</u>	<u>Person Who Does the Sport</u>	<u>Hobbies</u>	<u>Person Who Does the Hobby</u>
football	football player	cards	card player
swimming	swimmer	singing	singer
running	runner	drawing	artist
high jumping	high jumper	acting	actor
boxing	boxer	dancing	dancer
wrestling	wrestler		
basketball	basketball player		
horseback riding	horseback rider		
karate	karate expert		

Exercise 4-5: Discussing Your Skills

With another student discuss your favorite sport and hobby. If it does not appear on the list ask your teacher for the name.

Student 1: What is your favorite { game, sport, hobby } ?

Student 2: _____.

Student 1: Oh, so you're a _____. How good are you at _____?

Student 2: _____.

Student 1: Have you ever tried _____?

Student 2: _____.

Example:

Student 1: *What is your favorite sport?*

Student 2: *Boxing.*

Student 1: *Oh, so you're a boxer. How good are you at boxing?*

Student 2: *I'm pretty good at it.*

Student 1: *Have you ever tried wrestling?*

Student 2: *Yes, I have, but I'm terrible at wrestling.*

1. Useful Phrases

- once upon a time** (*il était une fois*):
Once upon a time there was a very rich man.
- regard someone as** (*considérer quelqu'un comme*):
You will regard each other as equals and live happily ever after.
- that way** (*de cette manière*):
I have married you at the same time; **that way**, one of you cannot claim superiority over the other.
- to lose one's balance** (*perdre l'équilibre*):
Issa lost his balance and fell off his bike.
- to take place** (*avoir lieu*):
The ceremony will take place at the chief's house tonight at nine o'clock.
- to turn one's back on someone** (*tourner le dos à quelqu'un*):
Fati was angry with Maïmouna. When Fati saw Maïmouna, she **turned her back on her** and walked away.
- to match {somebody, something} against {somebody, something}** (*opposer {quelqu'un, quelque chose} à {un, une} autre*):
They matched the team from Bamako **against** the team from Dakar in the final game.

Exercise 4-6: Practicing Useful Phrases

Complete the sentences with the phrases above. Replace each (X) with one word.

Example: I go to the market in the afternoon. (X) (X), I get better bargains.
I go to the market in the afternoon. That way, I get better bargains.

1. Kantou (X) (X) (X) and fell in the match against Kadadé. ■ 2. Ali's first marriage ceremony (X) (X) in his father's compound a long time ago. ■ 3. When Issa met his old enemy, he (X) (X) (X) on him and walked away. ■ 4. People (X) him (X) the finest football player in the world. ■ 5. (X) (X) (X) (X), there was a very wise man who had six children. ■ 6. I am afraid they are going to (X) our team (X) the strongest team. ■ 7. The teacher told the students to work hard. (X) (X), they could pass their exams.

2. Word Families

Noun	Verb	Adjective	Antonym	Adverb
an opponent	to oppose	opposing	—	—
success	to succeed	successful	unsuccessful	successfully
a skill	—	skillful	unskilled	skillfully
a requirement	to require	required	optional	—
quickness	—	quick	slow	quickly

Exercise 4-7: Practicing Word Families

Choose the correct form of each word in parentheses.

Example: If you want to drive a car, you must meet many (required).
If you want to drive a car, you must meet many requirements.

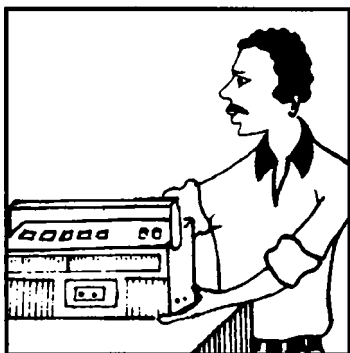
1. Moussa congratulated Ali on his (successssful). ■ 2. Hare is a very (quickness) animal.
■ 3. Your (opposing) is someone who plays against you. ■ 4. There are many (skill) workers in the company. ■ 5. Wrestling (requirement) great skills. ■ 6. We want our players to have many different (skillful). ■ 7. The boy ran (quick) to school because he did not want to be late.

Grammar

1. Relative Clauses with *That*

Examples

a.



The thief **that stole the radio** is in jail.

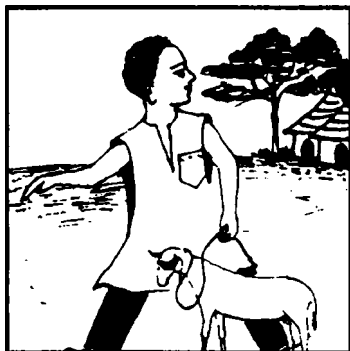
(Le voleur qui a volé le poste de radio est en prison.)

(= Thief Number One stole a radio yesterday. + He is in jail today.)

Explanation:

In example **a**, *that* is the relative pronoun and *that stole the radio* is the relative clause.

b.



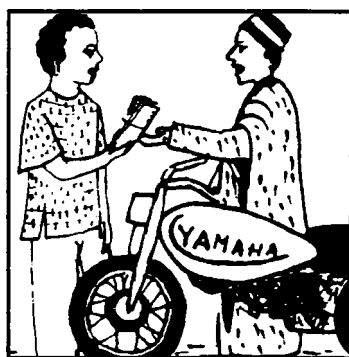
The sheep **that he stole** belonged to his neighbor.

(Le mouton qu'il a volé appartenait à son voisin.)

(= Thief Number Two stole a sheep. + The sheep belonged to his neighbor.)

Explanation:

In example **b**, *that* is the relative pronoun and *that he stole* is the relative clause.



The thief bought a motorcycle with the money **that he stole**.

(*Le voleur a acheté une mobylette avec l'argent qu'il a volé.*)

(= Thief Number Three stole some money. + He bought a motorcycle.)

Explanation:

In example c, *that* is the relative pronoun and *that he stole* is the relative clause.

Exercise 4-8: Understanding Relative Clauses

Your teacher will read a sentence and ask a question. Choose the picture that answers the question. Then show the number of the picture by holding up one, two, or three fingers.

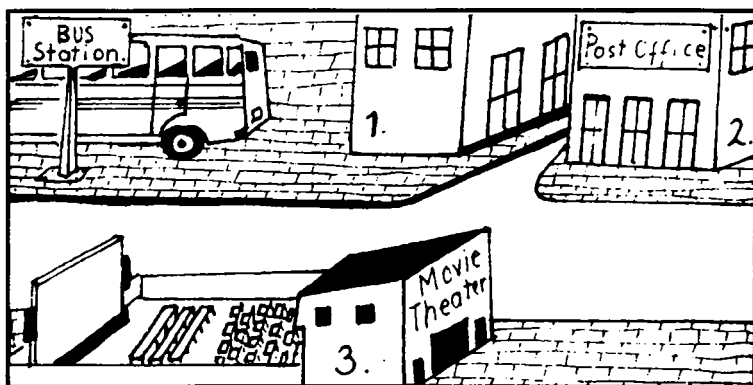
Examples: Teacher: The team that has the most points will win the prize (prize = *prix*). Which team will win?

1. Madaoua Maneaters 40pts	2. Zinder Zombies 30pts	3. Konni Kickers 45pts

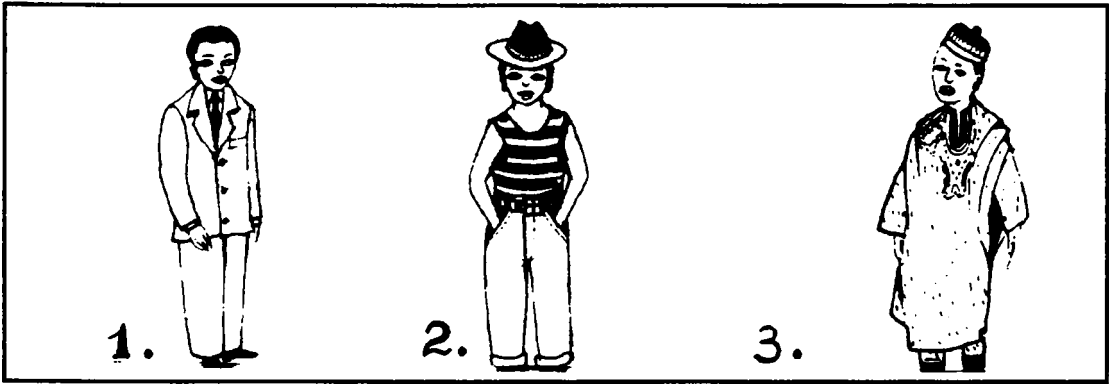
Students: (Hold up three fingers.)

Teacher: The team which is angry lost the tournament. Which team lost the tournament?

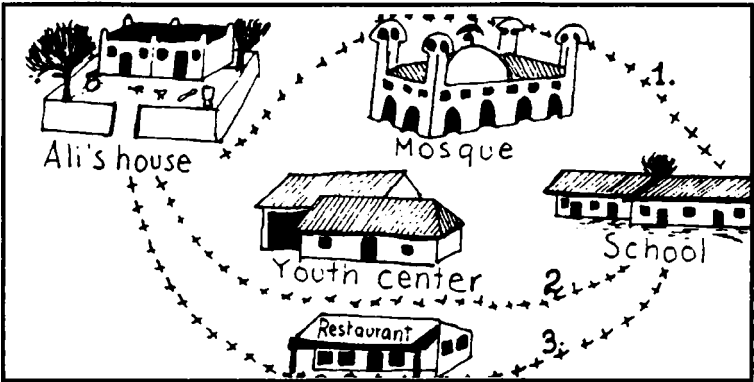
Students: (Hold up two fingers.)



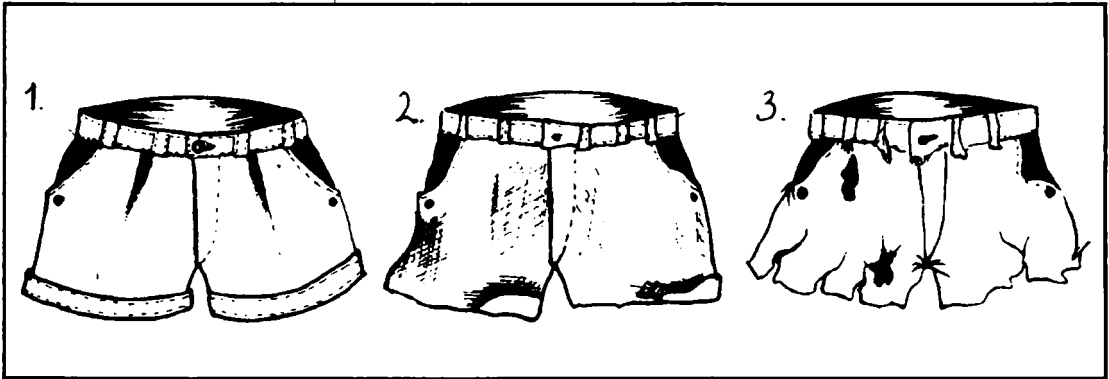
Picture 1



Picture 2



Picture 3

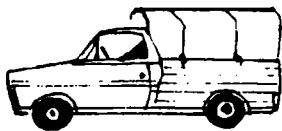


Picture 4

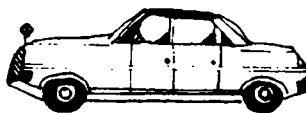


Picture 5

1. Peugeot



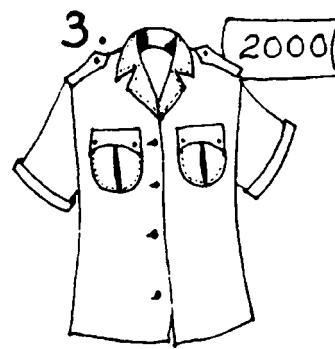
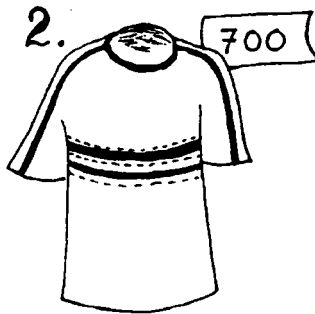
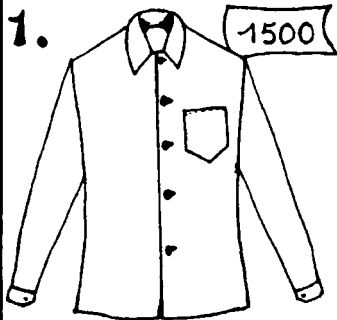
2. Mercedes



3. Toyota



Picture 6



Picture 7

Exercise 4-9: Combining Two Sentences with a Relative Clause

Answer the question in each item by combining the two sentences with a relative clause.

Examples:

- a. Rabiou read a book. It was about electronics. Which book was about electronics?
The book that Rabiou read was about electronics.
- b. Somebody found the child. Mariama was looking for the child. Which child did somebody find?
Somebody found the child that Mariama was looking for.

1. The player was happy. He scored a goal. Which player was happy? ■
2. The doctor gave me some medicine. The medicine helped my stomach. Which medicine helped my stomach? ■
3. The train leaves at 10:00. This train goes to Cotonou. Which train goes to Cotonou? ■
4. We chose a boy as class president. He is very intelligent. Which boy is very intelligent? ■
5. I read a book over the holiday. Chinua Achebe wrote the book. Which book did you read over the holiday? ■
6. This is the street. The post office is on this street. Which street is this? ■
7. The pen belonged to my brother. I lost the pen. Which pen belonged to my brother? ■
8. In Sumo wrestling, one wrestler leaves the mat. This wrestler loses the match. Which wrestler loses the match? ■
9. The woman is not here today. We usually buy oil from her. Which woman is not here today? ■
10. Wrestling is a kind of sport. It requires great skill. Which kind of sport is wrestling? ■
11. I took a photograph of a man. He asked me for money. Which man asked you for money? ■
12. One wrestler has the most points. He wins the match. Which wrestler wins the match?

2. Relative Clauses with *Who* and *Which*

Examples

- a. The thief **who** stole the radio yesterday is in jail today.
who = a relative pronoun for people
- b. The goat **which** the man stole belonged to his neighbor.
which = a relative pronoun for things

Explanation:

We can replace the relative pronoun *that* with *who* or *which*. We use *who* for people and *which* for things.

Exercise 4-10: Using *Who* and *Which*

Do Exercise 4-9 above, but use *who* or *which* instead of *that*.

- Examples:**
- a. Rabiou read a book. It was about electronics. Which book was about electronics?
The book which Rabiou read was about electronics.
 - b. Somebody found the child. Mariama was looking for the child. Which child did somebody find?
Somebody found the child who Mariama was looking for.

Exercise 4-11: Translating French into English

1. Issa cherche un taxi depuis quinze minutes. ■ 2. Il ressemble à son père. ■ 3. Aimez-vous la musique de Bob Marley, aussi? ■ 4. Il y a moins de joueurs de football que de lutteurs dans mon école. ■ 5. Mani est l'homme le plus fort que j'aie jamais vu. ■ 6. Le lutteur qui a gagné le combat se tient debout là-bas. ■ 7. Le garçon a saisi la chèvre qui est entrée dans le jardin. ■ 8. Le canari que Mariama laissa tomber se brisa. ■ 9. Les champs qui ont un sol pauvre requièrent beaucoup d'engrais (engrais = *fertilizer*). ■ 10. L'équipe que nous avons battue en finale était championne l'an passé (en finale = in the final match).

■ Listening Comprehension

Exercise 4-12: Answering Questions

Choose the best answer in each item. Do not write in this book!

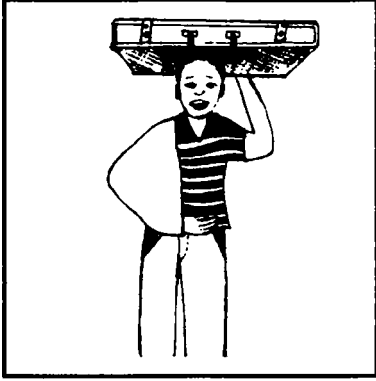
- 1. The people of Niger hold a wrestling match if
 - a. the men are strong.
 - b. it rains during December.
 - c. there is a good harvest.
 - d. there are intelligent wrestlers.
- 2. Each district chooses
 - a. more than ten wrestlers.
 - b. the tenth wrestler.
 - c. less than ten wrestlers.
 - d. ten wrestlers.
- 3. The wrestlers who wrestle in the final match
 - a. have lost ten matches each.
 - b. have not wrestled during the week.
 - c. have not lost a match during the week.
 - d. have lots of money and big swords.
- 4. Which of the following represents the best of Nigerien society?
 - a. December.
 - b. Strength and intelligence.
 - c. Watching TV.
 - d. A good harvest.

Sentences with Relative Clauses

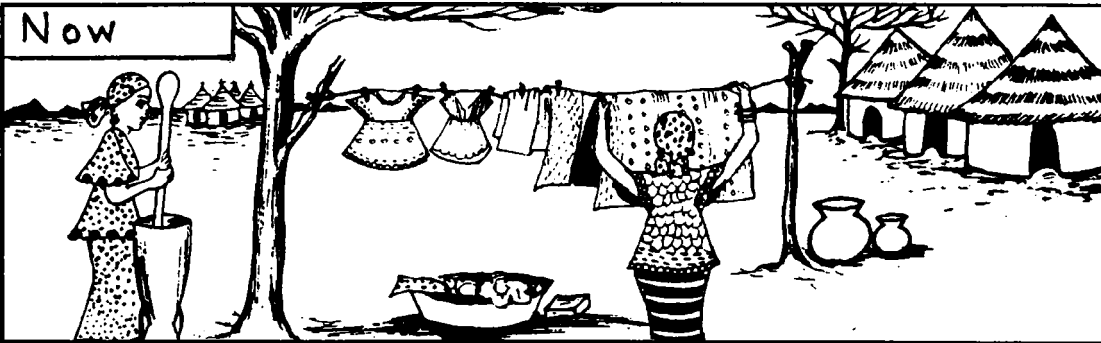
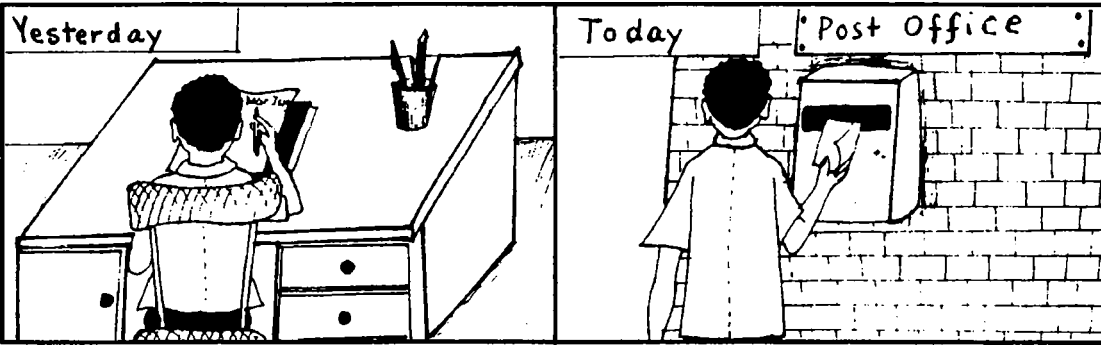
Exercise 4-13: Writing Sentences with Relative Clauses

Write two sentences about each group of pictures. Use a relative clause in each sentence.

Examples:



- The man who broke his arm is carrying a box on his head.
- The man who is carrying a box on his head has a broken arm.





EXTRA!
EXTRA! A

Rick's First Professional Game

All his life, Rick has wanted to do one thing: play professional football—or “soccer”, as the Americans call it. His dream has come true, and today Rick is playing his first professional soccer game. His team is the Boston Tea Men, and they are playing against the team from Washington. With only seven minutes to play, the score is three to three!

Both teams were in great shape¹. Rick knew that if they were going to win now, it was going to be because of the skill² of the older players.

Just then Kevin separated from the group and started to run at top speed up the side of the field. Dennis saw him and knew he wanted the ball. He kicked the ball as hard as he could up the field. Kevin got it.

There were two Washington players between Kevin and the goal³, but he was not going to let them stop him. Anyone who looked at Kevin could see he had been playing for a long time. He almost danced around the two Washington players. Then he moved around in the goal area with more soccer skill than Rick had ever seen. It was a perfect play.

Kevin kicked the ball to the top left corner of the goal. The goalie⁴ jumped for it. The goalie's fingers⁵ just touched the side of the ball, but he could not stop it.

With less than five seconds left, the Tea Men were winning. They had won!

Rick just stood in the middle of the field and looked at the goal. The crowd yelled⁶ and cheered⁷ louder than before. The game was over and the Tea Men were number one.

Rick knew he would never feel like this again. No game would ever be so important to him. This had been his first game, and they had won.

As Rick walked off the field, some fans⁸ called to him. Much to his surprise, they called him by name. He walked over to them to say hello. When he got there, they all asked him for his autograph.

Rick could not believe it. They really wanted his autograph. It was a great⁹ ending to a perfect night.

Adapted from Soccer! How One Player Made the Pros by Evelyn Kaatz, Little, Brown and Company, Boston & Toronto, 1981, pp. 68-71.

1. in great shape = *en bonne condition physique*
2. skill = *habileté*
3. goal = *but*
4. goalie = *gardien de but*
5. fingers = *doigts*

6. yell = *crier*
7. cheer = *applaudir*
8. fans = *admirateurs*
9. great = *formidable*

1. Using the Correct Tense

Exercise A-1: Choosing the Correct Tense

Put the verb in parentheses in the best tense. Use the simple present, the present progressive, the simple past, the past progressive, the present perfect, or the future.

- Examples:
- a. Mahamadou (spend) his vacation in Arlit last year.
Mahamadou spent his vacation in Arlit last year.

b. He usually (weed) his garden on Tuesdays.
He usually weeds his garden on Tuesdays.

1. When I met them, they (go) to the post office. ■ 2. People (wear) warm clothes in December. ■ 3. A bad accident (happen) on the main road last week. ■ 4. Look, Ali (not, listen) to the teacher ■ 5. It (be) cold since the beginning of this month. ■ 6. The teacher (punish) you next time. ■ 7. If you play with that new knife, you (cut) yourself. ■ 8. Where you (go) last month? ■ 9. He (play) on our team for three years. ■ 10. Two tourists (find) pieces of a plane in the desert in 1981. ■ 11. Moustapha and Ali (not, clean) the blackboard since the beginning of the year. ■ 12. Where you (be) last night?

Exercise A-2: Writing Sentences About Mariama

Mariama is a student in the last year of high school.

Choose five facts about Mariama, and write three sentences about each fact. The first sentence must be in the simple past. The second must be in the present perfect with *for* or *since*, and the third must be in the simple present.

Facts About Mariama		
Years Ago	Beginning of Condition (Simple Past)	Present Continuation of Condition (Present Perfect)
12	begin school	be a student
12	learn the national anthem (national anthem = <i>hymne national</i>)	know the national anthem
8	stop playing with her brother	not play with her brother
6	start studying English	study English
4	join the English club	be a member of the English club
4	learn to ride a bicycle	know how to ride a bicycle
3	become a high school student	be a high school student
2	sell her bicycle	not have a bicycle
2	buy a moped	own a moped

- Examples:
- a. Fact: begin school

1. *Mariama began school twelve years ago.*

2. *She has been a student since 19—.*

3. *She is a student now.*

b. Fact: learn the national anthem

1. *She learned the national anthem in 19—.*

2. *She has known it for 12 years.*

3. *She knows it now.*
- 58

2. Making Questions and Answers

Exercise A-3: Reviewing All Tenses

Put the verb in parentheses in the best tense. Use progressive tenses whenever possible.

Examples:

- a. Issa (learn) the national anthem by heart when he was in primary school.
Issa learned the national anthem by heart when he was in primary school.
- b. I (try) to learn the multiplication tables by heart, but it is not easy.
I've been trying to learn multiplication tables by heart, but it is not easy.

1. While he (talk) to his friend, his brother came in. ■ 2. That woman (argue) with her sisters for twenty minutes, and she is still angry. ■ 3. You (wash) the clothes yet? I need a clean shirt. ■ 4. If you do not follow the coach's directions, our team (lose). ■ 5. Be careful! Somebody (just, break) a glass in the kitchen. ■ 6. What goes up must (come) down. ■ 7. I (smell) something good. Is something cooking? ■ 8. The fisherman (fish) since this morning, but he (not, catch) anything yet. ■ 9. The policemen (listen) to the thief's story yesterday but they (not, believe) a word he said. ■ 10. Question: What has everyone seen, but no one (ever, see) again? Answer: Yesterday. ■ 11. The students (take) the *BEPC* when the storm began. ■ 12. Question: Can anyone (jump) higher than a thirty-meter wall? Answer: Yes. A wall cannot jump.

Exercise A-4: Making Questions and Answers About Mariama

Use the plan below to ask your classmates questions about Mariama.

Student 1: When did Mariama _____?

Student 2: She _____ { in 19—.
 — year(s) ago.

Student 1: I see. So how long has she...?

Student 2: She's _____ { for — year(s).
since 19—.

Examples:

- a. Student 1: *When did Mariama begin school?*
Student 2: *She began school twelve years ago.*
Student 1: *I see. So how long has she been a student?*
Student 2: *She's been a student since 19—.*
- b. Student 1: *When did Mariama learn the national anthem?*
Student 2: *She learned it in primary school twelve years ago.*
Student 1: *I see. So how long has she known it?*
Student 2: *She's known it for twelve years.*

Exercise A-5: Forming Questions

Make a question for each answer.

Examples:

- Three months. (He's lived in Zinder for three months.) How...
How long has he lived in Zinder?
- No, he won't. (He won't be here tomorrow.) Will...
Will he be here tomorrow?

1. In 1984. (She went to Mecca in 1984.) When... ■ 2. Yes, they have. (They have shown their passports.) Have... ■ 3. His father. (He's going to call his father up.) Who... ■ 4. For two hours. (He has slept for two hours.) How... ■ 5. Never. (I never eat in bed.) Do... ■ 6. At six o'clock. (The plane will take off for Dakar at six o'clock.) When... ■ 7. Sleeping. (He was sleeping when we arrived.) What... ■ 8. No, it didn't. (It didn't rain last week.) Did... ■ 9. It's close to Niamey. (Kollo is close to Niamey.) Where... ■ 10. Two days ago. (The party was two days ago.) When... ■ 11. Be quiet in class. (You must be quiet in class.) What... ■ 12. No, they cannot. (Ali and Moussa cannot speak Arabic.) Can...

Exercise A-6: Reviewing Tag Questions

Give the right tag question for each sentence. Then give a true answer.

Example: The weather is cool in December.

Student 1: *The weather's cool in December; isn't it?*

Student 2: *Yes, it is.*

1. The Mandinkas believe seriously in their customs. ■ 2. They were not Christians.
- 3. Omoro has invited his neighbors to the ceremony. ■ 4. Gambia is not in East Africa.
- 5. The child will be a member of his tribe after the ceremony. ■ 6. The author, Alex Haley, once visited the village of his ancestors. ■ 7. A green light means "Go ahead." ■ 8. You can't read and sing at the same time. ■ 9. Alex Haley is a black American. ■ 10. The women were present at the beginning of the ceremony. ■ 11. Your sister doesn't go home on Wednesdays.
- 12. You've never seen an Eskimo.

Exercise A-7: Asking and Answering Questions

Ask questions using the list of words below and *how much* or *how many*. Then answer the questions using *a few* or *a little*.

Examples: a. money

Question: *How much money do you have?*

Answer: *I have a little money.*

b. chickens

Question: *How many chickens do you have?*

Answer: *I have a few chickens.*

1. coffee ■ 2. sheep ■ 3. trees ■ 4. sisters ■ 5. paper ■ 6. friends ■ 7. chalk ■ 8. exercise books
- 9. hours of English ■ 10. time ■ 11. rice ■ 12. food

Exercise A-8: Practicing A, An, The, Some, and Any

Replace each (X) with *a*, *an*, *the*, *some*, or *any* if necessary. Some (X)'s do not need to be replaced.

Examples: a. (X) boy bought a coconut in the market.

The boy bought a coconut in the market.

or

A boy bought a coconut in the market.

b. There are five (X) desks in the classroom.

There are five desks in the classroom.

1. There is (X) baobab tree in my compound. ■ 2. Do you have (X) money? ■ 3. They went to (X) market yesterday. ■ 4. Karim will buy (X) mangoes tomorrow. ■ 5. Ali likes to eat (X) pounded yam and sauce. ■ 6. (X) hunter killed (X) elephant. ■ 7. Miss Halima likes wearing (X) nice dresses to school. ■ 8. I do not want (X) more rice. ■ 9. The teacher gave us (X) more time to do our work. ■ 10. There is not (X) food left in (X) refrigerator. ■ 11. You have to be careful driving in (X) Niamey. ■ 12. Lagos is (X) very busy city. There are (X) lot of people there.

3. Making Comparisons

Exercise A-9: Writing Sentences

Write sentences following the examples.

Examples:

a. long

The Chari River is long. The Niger River is longer than the Chari, but the Nile is the longest river in Africa.

b. popular

Basketball is popular. Wrestling is more popular than basketball, but football is the most popular sport in Chad.

1. bad ■ 2. careless ■ 3. funny ■ 4. nice ■ 5. far ■ 6. good ■ 7. clever

■ Fun and Games

1. Riddles

What word begins with E and ends with E and contains one letter?

What is cleaner without washing; washing only makes it dirtier?

2. Idiomatic Expressions With *Like*

a. She eats like a horse. (She eats a lot.)

b. He eats like a bird. (He eats very little.)

c. She swims like a fish. (She swims very well.)

d. He works like a horse. (He works hard.)

e. She sleeps like a log. (She sleeps very deeply.) (log = *bûche*)

f. He runs like the wind. (He runs very fast.)

g. He drinks like a fish. (He drinks a lot.)

h. She feels / looks like a million bucks. (She feels / looks great.) (a buck = a dollar)

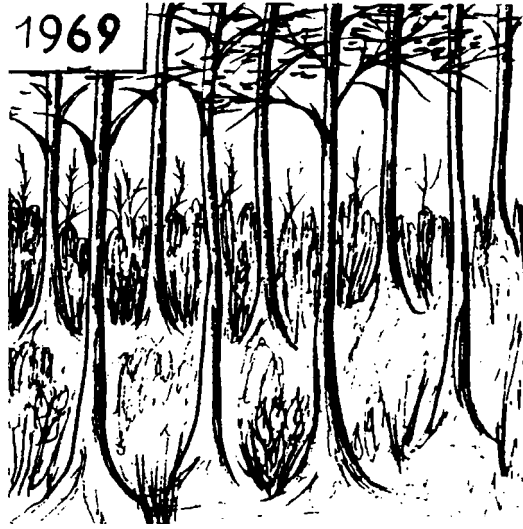
CHAPTER FIVE

Holding Back the Dunes

Oumarou was born in 1961 in Gassafa, a small village in the Sahel. When he was a little boy, the people of Gassafa lived prosperous and peaceful lives. Many trees formed a thick forest around the village. Not far from the village, there was a river in a wide valley, and the people were able to grow a variety of crops. Oumarou helped his father to harvest these crops at various times during the year.

Oumarou was a good student in primary school. He left Gassafa in 1973 to study in the middle school in a larger town nearby. He then went on to high school. In 1980 he received a scholarship to study in Dakar for four years. When he returned to Gassafa in 1984, he was shocked at what he saw.

The people had not taken care of their resources. They had been too busy enjoying themselves. They had cut down too many trees to provide firewood and to plant their farms, and they had not planted any new ones. Oumarou saw that the forest had almost completely disappeared, and that dunes had built up quickly around the valley. Without the trees, the winds had blown violently and frequently, and sand had filled the valley.



The water had disappeared, and crops did not grow as well as they had grown before.

While Oumarou was in Gassafa, the chief, seeing the danger in the situation, called a meeting of all the people. At the meeting they discussed what to do about the problem. After the meeting, Oumarou had to leave the village to continue his studies in France. He was not able to return to Gassafa until 1989. When he got back, he was very happy with what he saw.



During his absence, many things in Gassafa had changed. The people had planted thousands of trees inside and around the village, and they had taken good care of them. The valley itself had nearly returned to normal. Oumarou spoke with the chief, who told him: "When the authorities showed us the necessity of planting trees, we accepted their advice. On the dunes, we planted rows of trees which reduced the effect of the winds. We succeeded in keeping the dunes where they were. Now, because the dunes cannot move, our valley is safe, and we can grow crops at any time. We are sure that the water will not disappear again."

"Not only that," the chief continued proudly, "in five or six more years, we'll be able to cut some of the branches of the trees that we planted and sell the wood to people in other villages. This will bring money to Gassafa, and, as you know, everybody can use money!"



"Will you plant more trees on other dunes?" Oumarou asked.

"Yes," the chief replied. "There are some dunes not very far from here. The villagers have already decided to plant as many trees as they can before the beginning of the next rainy season. I'm sure that we will succeed in holding back the dunes."

Exercise 5-1: Answering Questions on the Text

Answer each question using a complete sentence.

1. Where was Oumarou born? ■ 2. Where is Gassafa? ■ 3. What did Oumarou do in 1973? ■ 4. When did he go to Dakar? ■ 5. How long did he stay there? ■ 6. Why was he shocked when he returned to Gassafa in 1984? ■ 7. What did the chief do while Oumarou was in Gassafa? Why? ■ 8. Why did Oumarou have to leave the village after the meeting? ■ 9. Did he come back later? ■ 10. Was Oumarou happy when he came back from France? Why? ■ 11. How did the people hold back the dunes in Gassafa? ■ 12. How can you fight the desert? ■ 13. Are trees important? Why? ■ 14. How many trees have you planted? ■ 15. Do you know of any projects like this in your country?

Exercise 5-2: Making Questions About the Text

Ask the appropriate questions for these answers.

1. He was a good student in primary school in Gassafa. ■ 2. No, the valley was not far from the village. ■ 3. Because the forest had almost completely disappeared. ■ 4. Many things had changed. ■ 5. In order to reduce the effect of the winds. ■ 6. In five or six more years. ■ 7. Yes, the villagers are ready to plant more trees to hold back other dunes.

■ Vocabulary

to blow (blew, blown)
to hold back (held)
nearly

prosperous
to provide
safe

to succeed
to take care of (took, take)
thick

various
wood

Exercise 5-3: Practicing the New Vocabulary

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

Example: Planting trees helps to (X) the desert.
 Planting trees helps to hold back the desert.

1. They saw (X) animals on their trip, for example, a giraffe, and elephant, and a lion. ■ 2. The table is made of (X). ■ 3. It is not (X) to drink dirty water. ■ 4. The girl helps her mother to (X) her little brothers. ■ 5. The off-season gardens (X) the students with vegetables. ■ 6. The wind usually (X) before it rains. ■ 7. The (X) trader has three cars. ■ 8. That (X) book is a dictionary. ■ 9. The girl is fourteen years eleven months old; that is to say, she is (X) fifteen. ■ 10. If you (X) on the national exam, your family will be proud of you.

■ Pronunciation

Contractions

Exercise 5-4: Practicing Contractions

Read each sentence. Make all possible contractions.

Example: They are here.
 They're here.

1. He is a tall man. ■ 2. They have got a baby girl. ■ 3. We will see them tomorrow. ■ 4. I am going now. ■ 5. She cannot do it. ■ 6. We must not fail. ■ 7. You do not have to go. ■ 8. The boy will do it. ■ 9. That woman is angry. ■ 10. That man has got a problem. ■ 11. When we got there, he had already eaten. ■ 12. She does not like bananas.

■ Function

Expressing Optimism and Pessimism

■ Optimism

Kindo, Doka, and their friends are going dancing tonight. Kindo asks Doka what he thinks about the girls that they have invited. Doka is optimistic.

Kindo: Do you think that there will be enough girls?

Doka: **I'm sure things will go well.**

Kindo: The three girls next door don't usually go out dancing, you know.

Doka: **Don't worry!** They'll go out this time!

Explanation:

You are optimistic when you expect something to go well.

Expressions of Optimism

I'm sure things will go well.

Don't worry.

I'm sure we'll succeed!

God's on my / our side.

We can do it if we work together.

No problem!

■ Pessimism

Rabi took a test last week. It was terrible. She has not gotten her result yet. She seems very worried. Her father wants to know what grade she thinks she will get.

Father: Rabi! Come on! Your test wasn't as bad as that, was it?

Rabi: **There's no way** I passed that test!

Father: No possibility at all?

Rabi: **I'm afraid it's hopeless.** (hopeless = *sans espoir*)

Explanation:

You are pessimistic when you expect something to be bad instead of good.

Expressions of Pessimism

There's no way.

I'm afraid it's hopeless.

There's no hope!

I can't believe that it will go well.

There's nothing we can do.

You might as well give up. (*Vous feriez mieux d'y renoncer.*)

Exercise 5-5: Expressing Optimism and Pessimism

Work in pairs. Student 1 must show that he is optimistic. Student 2 must show that he is pessimistic.

Example: Your class has a big test tomorrow.

Optimist: *I'm sure we can pass!*

Pessimist: *It's going to be too difficult to pass.*

1. There is a big football game tomorrow. ■
2. You have to take a test at the end of the year. ■
3. It's July, and you are thinking about the harvest. ■
4. You are a candidate in the school election. ■
5. Your brother needs a job. ■
6. You have bought a lottery ticket, and the lottery is tomorrow (lottery ticket = *billet de loterie*). ■
7. Your sister is hoping to get a scholarship.

1. Two-Word Verbs

New Separable Two-Word Verbs

- lift up** (*soulever*): The women **lift** the heavy buckets of water **up** and put them on their heads.
- throw down** (*jeter à terre*): The taxi driver **threw** the bags **down** from the taxi.
- leave out** (*omettre*): He got a bad grade on his homework because he **left** two questions **out**.

New Non-Separable Two-Word Verbs

- check on** (*aller voir*): Tassiou **checked on** Kalla the morning after the dance.

Exercise 5-6: Using Pronouns with Two-Word Verbs

Replace the underlined words in each sentence with pronouns. Make all necessary changes.

Example: She is picking up the pen.
She is picking it up.

1. He cannot lift up his opponent's foot. ■ 2. There is no sugar in this cake. You left out the sugar. ■ 3. You must take off your hat when you go into the classroom. ■ 4. The boy got angry and threw his books down. ■ 5. From time to time, the woman checks on the baby. ■ 6. Would you please turn down the radio? ■ 7. She gave up smoking.

2. Go Back vs. Come Back



We use *come back* when the movement is in the direction of the speaker.



We use *go back* when the movement is away from the speaker.

Get Back

We can usually use *get back* instead of both *come back* and *go back*. In this case it is an intransitive, non-separable two-word verb.

Examples of Go Back, Come Back, and Get Back

- Our President went to a meeting in Lagos last week. He {**came, got**} back to Niamey yesterday.
(*Notre Président est allé à une réunion à Lagos la semaine dernière. Il est rentré à Niamey hier.*)
- My brother is visiting us, but he has to {**go, get**} back to his village soon.
(*Mon frère nous rend visite mais il faut qu'il reparte pour son village bientôt.*)

Exception:

When we use the imperative of *get back*, it is usually a warning (warning = *un avertissement*). For example: **Get back!** There's a truck coming!
Get back can also be a transitive, separable two-word verb. For example: I lent my book to a friend. I **got it back** yesterday. (*J'avais prêté mon livre à un ami. Je l'ai récupéré hier.*)

Exercise 5-7: Choosing Go Back or Come Back

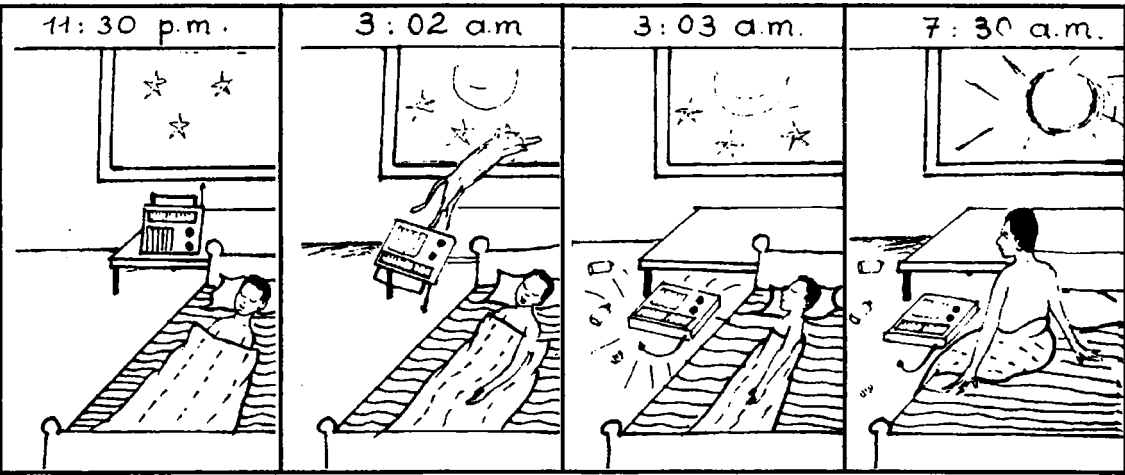
Replace the (X) in each sentence with the correct form of *go back* or *come back*. Do not use *get back* in this exercise.

Example: My sister went to Freetown last Tuesday, and she (X) last Friday.
My sister went to Freetown last Tuesday, and she came back last Friday.

- The boy left for Canada two months ago. He will (X) next Saturday. ■
- The president went to Freetown last night, and nobody knows when he will (X) to this country. ■
- Sani left his book at home when he came to school this morning. He had to (X) to get it. ■
- Traoré, a Malian, has spent two weeks with us here in Zinder. He will (X) to Mali soon. ■
- My brother will (X) from Lagos next week. ■
- Amina forgot to buy onions at the market. She had to (X) and buy them. ■
- They went to Nairobi yesterday morning, and they will (X) here next week. ■

1. The Past Perfect

One Night in Gassafa in 1993



Affirmative Examples

- a. The radio **had fallen** on the floor before Oumarou woke up.
(Le poste de radio était tombé par terre avant que Oumarou se réveille.)

Subject 1 + Had + Past Participle (+ Complement) + Conjunction + Subject 2 + Past Tense (+ Complement)									
The radio	had	fallen	on the floor	before	Oumarou	woke	up.		

- b. When Oumarou got back to the village, he saw that many things **had changed**.
(Lorsque Oumarou rentra au village, il vit que beaucoup de choses avaient changé.)

Negative Examples

- c. The radio **had not fallen** on the floor before Oumarou fell asleep.
(Le poste de radio n'était pas tombé par terre avant qu'Oumarou s'endorme.)
- d. When Oumarou came back from Dakar, he saw that the people **had not taken** care of their resources.
(Lorsque Oumarou rentra de Dakar, il vit que les gens n'avaient pas bien géré leurs ressources.)
- Contraction: *had not = hadn't*

Interrogative Examples

- e. Question: **Had** the moon **come up** when Oumarou went to bed?
 Answer: No, it **hadn't**.
- f. Question: What **had happened** when Oumarou got back?
 Answer: The people **had planted** many trees.

Explanation:

We use the past perfect tense to indicate that one action in the past preceded another action in the past.

Expressions Used with the Past Perfect

- already + when:** Oumarou had **already** gone to bed **when** the moon came up.
- not yet + when:** The cat had **not** entered the house **yet when** Oumarou went to bed.
- yet + when:** Had the moon come up **yet when** Oumarou went to bed?
(questions)
- by the time:** **By the time** Oumarou left Gassafa for Paris, the people had held an important meeting.
- when:** Oumarou had been in Dakar for four years **when** he returned to Gassafa in 1984.
- after:** Oumarou woke up **after** the radio had fallen on the floor.*
- before:** The radio had fallen on the floor **before** Oumarou woke up.
- because:** Oumarou was angry **because** the cat had broken his radio.*

Remember that words like *when, after, before, and by the time* can come at the beginning or in the middle of a sentence.

For example:

By the time Oumarou left Gassafa for Paris, the people had held an important meeting.

or

The people had held an important meeting **by the time** Oumarou left Gassafa for Paris.

Exercise 5-8: Using the Past Perfect

Put each verb in parentheses in the past perfect.

Example: The radio (not yet, fall) when Oumarou went to bed.
The radio had not fallen yet when Oumarou went to bed.

1. Biba (never, see) Ali when her father told her to marry him. ■ 2. Ali (be) a student in the university before he became a teacher. ■ 3. The thieves (already, go) away by the time the policemen arrived. ■ 4. The French (control) Niger for more than sixty years before it became independent. ■ 5. We had a drink after we (eat) some delicious meat. ■ 6. After they (study) their lessons, the students played cards. ■ 7. Fati and Goga (learn) to live with the drought when the rains came back to their village. ■ 8. Many people in Niger (not, watch) TV before 1976. ■ 9. We (not, understand) anything in the movie when it ended. ■ 10. The first time Ali saw a movie was in 1980. He (not, see) any movies before. ■ 11. Oumarou was shocked because during his absence, the people (not, take) care of their resources. ■ 12. The winds blew violently because the trees (disappear).

Exercise 5-9: Talking About the Past

Look at the dialogue below. Student 1 makes a sentence and Student 2 replies.

Student 1: You know, Alio { got a good grade
went to Paris
ate an apple (apple = *pomme*)
saw a movie
smoked a cigarette
helped his mother
bought a bike } for the first time in 1987.

Student 2: The first and only time! He'd never _____ before 1987 and he's never _____ since.

* Note that when we use *after* or *because*, the past perfect is in the same clause as the conjunction.

Example:

Student 1: *You know, Alio got a good grade for the first time in 1987.*

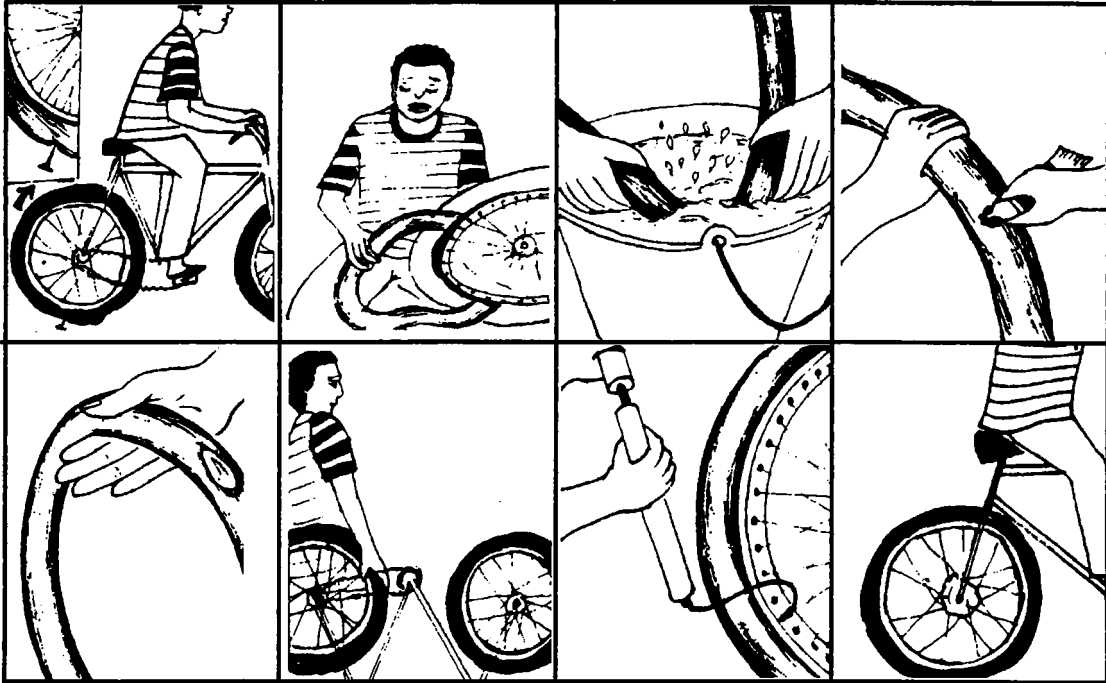
Student 2: *The first and only time! He'd never gotten a good grade before 1987 and he's never gotten a good grade since.*

Exercise 5-10: Writing Sentences with the Past Perfect

Follow the steps below.

Step 1: Study the pictures of Oumarou's misadventure and read the story silently.

Oumarou's Flat Tire



While he was riding to work yesterday, Oumarou rode over some broken glass. Then, he got a flat tire. "Rats," he said, and he got off his bike to repair it. First, he took the tire and inner tube off the wheel. Second, he removed the inner tube from the tire. Then he got a bucket of water to find the hole in the inner tube. Next, he applied glue to the area around the hole. He put a patch over the hole and put the tube back into the tire and the tire back on the wheel. Finally, he pumped the tire back up and was on his way.

Step 2: Make sentences about the story using the expressions on page 71. Use the simple past and the past perfect. **Careful!** You might need to change the order of the two sentence elements.

Examples:

- a. ride over some broken glass — get a flat tire.
He had already ridden over some broken glass when he got a flat tire.
or
He had ridden over some broken glass before he got a flat tire.
or
He got a flat tire after he had ridden over some broken glass.
or
He had already ridden over some broken glass by the time he got a flat tire.
- b. start to remove the tire — get off his bike.
He had already gotten off his bike when he started to remove the tire.
or
He had gotten off his bike before he started to remove the tire.
or
He started to remove the tire after he had gotten off his bike.
or
**By the time he started to remove the tire, he had gotten off of his bike.*

1. take the tire off the wheel — get a bucket of water ■ 2. find the hole — put the tube under water ■ 3. find the hole — apply some glue ■ 4. put on a patch — apply the glue. ■ 5. put the patch on the tube — put the tube back into the tire ■ 6. pump the tire back up — ??
■ 7. ?? — ??

2. Relative Clauses with Whose

Examples

- a. The man **whose radio the thief had stolen** went immediately to the police station.
(L'homme dont le voleur avait volé le poste de radio est allé immédiatement au commissariat de police.)
(= The man went immediately to the police station. + The thief had stolen the man's radio.)
- b. The farmers **whose crops did not grow well** decided to plant a lot of trees.

Exercise 5-11: Combining Sentences with Whose

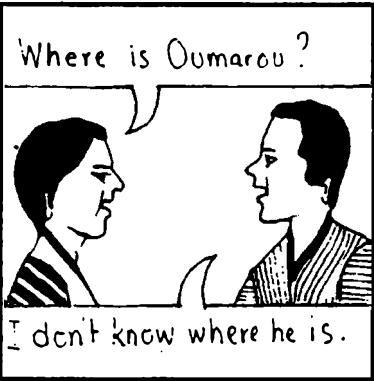
In each item, answer the question by writing a sentence with a relative clause beginning with *whose*.

Example: Oumarou spoke to a friend. The friend's father had encouraged everybody to plant a tree.
Which friend did Oumarou speak to?
Oumarou spoke to a friend whose father had encouraged everybody to plant a tree.

1. They took a student to the clinic. The student's leg was broken. Which student did they take to the clinic? ■ 2. A boy lost his pen. The boy's shirt is red. Which boy lost his pen? ■ 3. I met a teacher. The teacher's wife is an American. Which teacher did you meet? ■ 4. The young boy talked to a girl. The girl's mother helped women to bring up their children correctly. Which girl did the young boy talk to? ■ 5. The coach's team lost the match. The coach got angry. Which coach got angry? ■ 6. The wrestler talked on the television. The wrestler's opponent is stronger than he is. Which wrestler talked on the television? ■ 7. A girl bought a new moped yesterday. The girl's mother is rich. Which girl bought a new moped yesterday?

3. Wh- Noun Clauses

Examples



- a. Question: Where is Oumarou?
Answer: I don't know where he is.
noun clause
- b. Question: How did the team win that game?
Answer: How they won is a mystery.
noun clause
- c. Question: Why do people get sick?
Answer: Sometimes, we don't know why people get sick.
noun clause

Explanation:

In every noun clause, the subject precedes the verb.
Example: Sometimes, we don't know why they get sick.
subject verb

We can use wh- noun clauses in a variety of sentence types.

Examples

- a. I don't know **where he went.**
- b. I can't say **where he went.**
- c. She wants to know **where he went.**
- d. **Where he went** is difficult to say.
- e. **Where he went** made his mother angry.

Exercise 5-12: Asking and Answering Questions

Using wh- noun clauses is a good way not to give information. In this exercise, Student 1 asks a question, and Student 2 avoids answering directly.

Student 1: { Where
What
Why
When
Who
etc. } _____?

Student 2: { I don't want to tell you...
...is none of your business.
Ask someone else...
Don't ask me...
God only knows...
I'll die before I tell you...
...is very hard to say.
I have no idea...
...doesn't concern you, does it?
etc. }

Example:

Student 1: *What are you going to do on Saturday?*

Student 2: *I have no idea what I'm going to do on Saturday.*

Exercise 5-13: Practicing with Wh- Noun Clauses

In each item below, answer the question using a *wh-* noun clause and the expression in parentheses. (The word *how* does not begin with *wh-*, but it is considered a *wh-* word.)

Examples:

a. Where did Alio go? (I can't say...)

I can't say where he went.

b. Where will they plant a tree? (...is up to them)

Where they will plant it is up to them.

1. How does Mr. Mamadou drive? (...is none of your business.) ■ 2. Who has stolen my pen? (I can't tell you...) ■ 3. What did she offer Ali? (...is difficult to imagine.) ■ 4. Why do some young people leave the village? (...not easy to understand.) ■ 5. What time did the sun rise that morning.? (...is not easy to remember.) ■ 6. When will the English teacher give us a test? (We can ask Fati...) ■ 7. How did she buy that dress? (Don't ask me...)

Exercise 5-14: Translating French into English

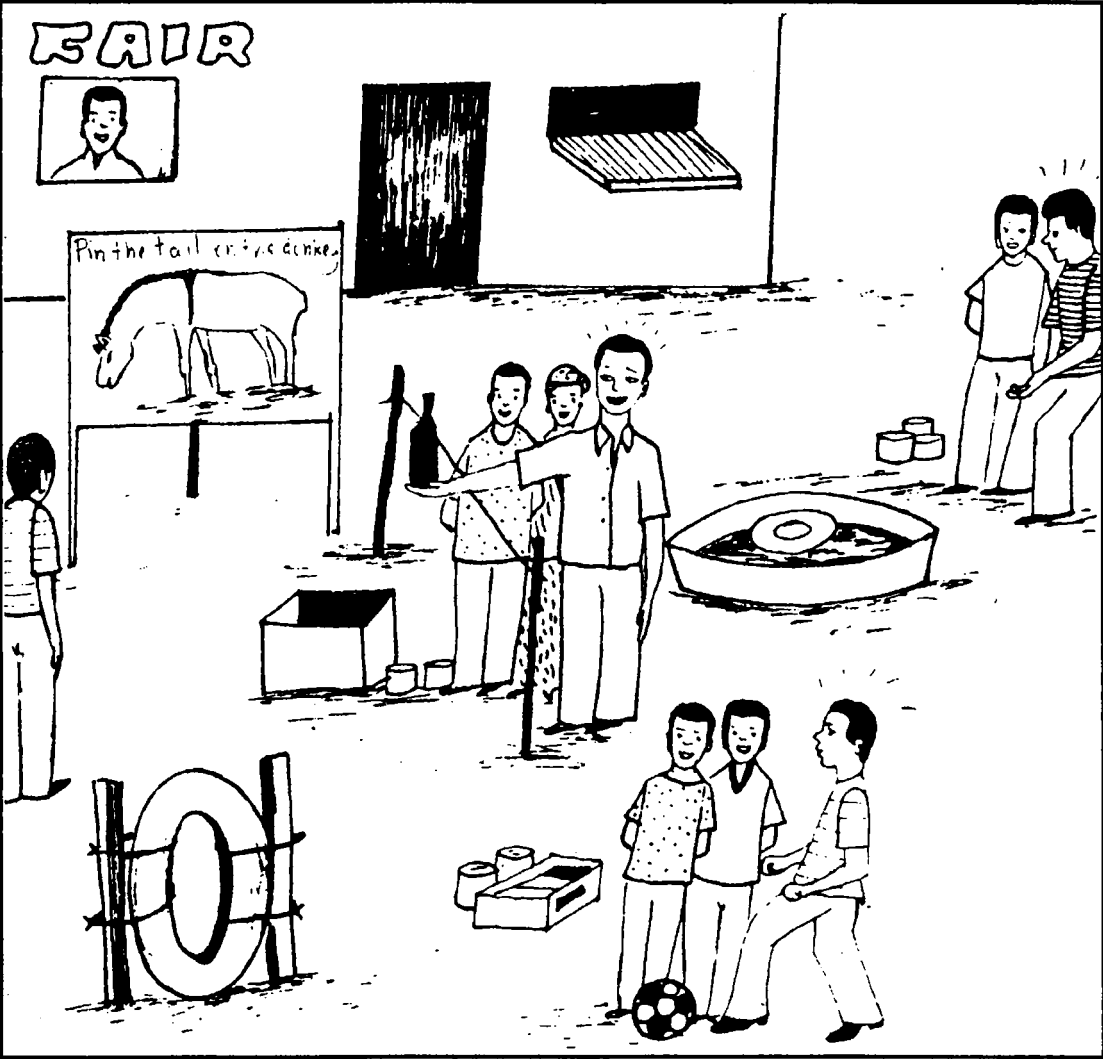
1. La voiture que nous avons vue hier n'est pas belle. ■ 2. L'homme dont tu as vu le fils est notre professeur d'anglais. ■ 3. Le chef avait fait une pause quand Omar lui posa sa question. ■ 4. Les élèves avaient balayé la classe quand le professeur arriva. ■ 5. Peux-tu me dire où il est parti? ■ 6. Où il est parti n'est pas notre affaire. ■ 7. Sais-tu pourquoi il n'est pas en classe? ■ 8. Cela ne me regarde pas. ■ 9. Elle avait déjà quitté sa maison quand le téléphone sonna.

Reviewing Relative Clauses

Exercise 5-15: *Using Different Kinds of Relative Clauses*

Look at the picture below. Write ten sentences with relative clauses about it: two with *who*, two with *which*, two with *that*, two with *whose*, and two more of your choice.

Example: *The boy who is going to kick the ball is not a professional.*



CHAPTER SIX

The Man and the Elephant

Once upon a time an elephant made friends with a man. One day there was a heavy storm, and the elephant went to his friend, who had a little hut in the forest. He told him, "My dear good man, could I please put my trunk inside your hut to keep it out of this heavy rain?"

The man replied, "My dear good elephant, my hut is very small, but there is room for your trunk and myself. Please put your trunk in gently."

The elephant thanked his friend and promised to return his kindness some day.

As soon as the elephant had put his trunk inside the hut, he slowly pushed his head inside, and finally pushed the man out into the rain. He then lay down comfortably in his friend's hut saying, "My dear good man, your skin is harder than mine. There is not enough room for the two of us. You can stay in the rain, while I stay inside the hut to protect my delicate skin."

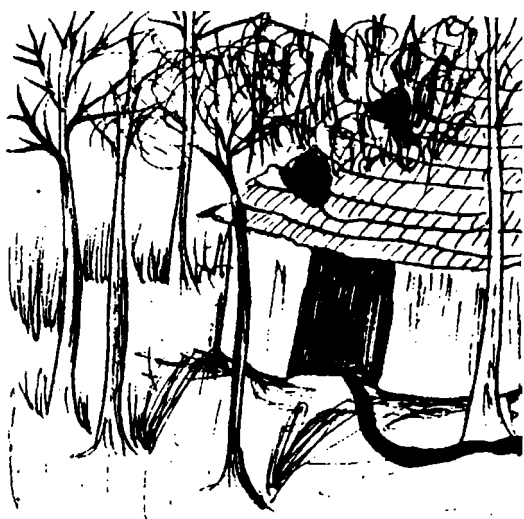
The man, seeing what his friend had done to him, started to complain. The animals in the forest heard the noise and came to see what the matter was. All of them were listening to the argument between the man and his friend, the elephant. At that moment, the lion arrived and roared in a loud voice, "Don't you all know that I am the king of the jungle? How dare you disturb the peace of my kingdom!"

The elephant, who was one of the high ministers in the jungle kingdom, replied, "My lord, there is no disturbance in your kingdom. I have only been having a little discussion with my friend about the possession of this little hut, which you see me occupying."

The lion, who wanted peace in his kingdom, replied in a noble voice, "I command my ministers to form a commission to look into this matter and write a report." He then turned to the man and said, "I appreciate your friendship with my people, especially with the elephant, who is one of my honorable ministers of state. Don't complain anymore. You haven't lost your hut. Wait until the meeting of my commission, and there you will have plenty of opportunity to state your case. I am sure that the report of the commission will please you."



These sweet words from the king of the jungle pleased the man, and he waited for his opportunity. He believed they would return the hut to him. But on seeing the commission, the man realized that every member of the group was an animal. He protested and said they should include a member from his side. They told him no man had enough education to understand the laws of the jungle. The commission met a few days later and made its decision. They finally declared that the elephant should continue to live in the hut because he could use the hut better than the man. The man could look for a place to build another hut which would be better for him.



The man built a new hut. This time, the Rhinoceros ordered him to leave. The man built a lot of huts, but every time he built a hut, an animal told him to leave it.

Then finally, the man built the biggest and the best hut a little distance away from the first one. The elephant was the first to enter this hut, then the rhinoceros, buffalo, hyena, and the other animals of the jungle poured into the hut. A big fight started. While they were fighting for the right to live in the hut, the man set the hut on fire and it burned to the ground. Then the man said to them, "Peace is expensive, but it is worth the expense."

Adapted from *The Gentlemen of the Jungle*
by Jomo Kenyatta

Exercise 6-1: Answering Questions on the Text

Answer each question using a complete sentence.

1. Did the elephant make friends with the man? ■ 2. Who did the elephant go to see? Why? ■ 3. What did the elephant ask the man? ■ 4. Did the elephant thank the man? ■ 5. Did the elephant and the man stay together in the hut? Why or why not? ■ 6. What did the king of the jungle ask his ministers to do? ■ 7. Was the commission fair? (fair = *juste*) Why or why not? ■ 8. What did the commission decide? ■ 9. Was the man happy with the commission's decision? ■ 10. Why did the man burn down the hut?
11. How do you feel when someone takes something that belongs to you? ■ 12. When the British arrived in Kenya, they took all the best farm land and sent the Kenyans away to live on the poor land. What similarities do you see between that and this story? ■ 13. If your neighbor can produce more on your field than you can, should you give him your field? Why or why not?

Exercise 6-2: Making Questions About the Text

Ask the appropriate questions for these answers.

1. No, he built it in the forest. ■ 2. The elephant did. ■ 3. He started to complain. ■ 4. They were all listening to the argument. ■ 5. Because there was no one from his side on the commission. ■ 6. Because no man could understand the jungle laws. ■ 7. He ordered the man to leave the hut. ■ 8. Because he wanted peace.

Vocabulary

to burn (burnt or burned)

to disturb

to lie down (lay, lain)

peace

to realize

to please

a right

a trunk

worth

Exercise 6-3: Practicing the New Vocabulary

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

Example: An elephant's nose is its (X).
An elephant's nose is its trunk.

1. That new Peugeot is (X) a lot of money. ■ 2. Students have the (X) to ask the teacher questions. ■ 3. Wood (X) easily. ■ 4. When countries are not fighting, we have (X). ■ 5. The girl could not study because her brother's radio (X) her. ■ 6. When the student had arrived at school, she (X) that her books were at home. ■ 7. The players' success (X) the coach. ■ 8. He felt tired, so he (X) for a few minutes.

Pronunciation

She vs. See: Sentences for Practice

1. **She** can **see** you. 2. It's a **shame** they're wearing the **same** color. 3. On the **ship**, they **sip** tea. (sip = *siroter*) 4. I saw it **myself**. It's on the **shelf**.

Expansion

1. Useful Phrases

to provide somebody with something (*fournir quelque chose à quelqu'un*) :

Trees **provide** people **with** firewood.

to be shocked at (*être choqué*):

When Oumarou returned to Gassafa in 1984, he **was shocked at** what he saw.

on doing something (*en faisant quelque chose*):

On seeing how the accident happened, Ali gave up drinking.

the right to do something (*le droit de faire quelque chose*):

Parents have **the right to punish** their children.

to turn to somebody (*se tourner vers quelqu'un*):

Ali **turned to the man** and told him something.

plenty of (*bien assez de, en abondance*):

There was **plenty of** food at the party, so everybody ate well.

How dare you...! (*Vous osez!*):

How dare you take his money!

Exercise 6-4: Practicing Useful Phrases

Complete the sentences with the phrases above. Replace each (X) with one word.

Example: He (X) (X) Mamane and gave him a cup of coffee.
He turned to Mamane and gave him a cup of coffee.

1. Everyone has (X) (X) to ask his father for money. ■ 2. The teacher (X) the pupils (X) exercise books last week. ■ 3. In May there are (X) (X) mangoes in the market. ■ 4. Everybody (X) (X) (X) the nurse's death last week. ■ 5. (X) (X) (X) come to school without your books! ■ 6. (X) hearing the news of her brother's death, she started crying. ■ 7. There was (X) (X) meat on Tabaski last year.

2. Word Families

Noun	Verb	Adjective	Antonym	Adverb
a pleasure	to please	pleasant	unpleasant	pleasantly
a burn	to burn	burned	—	—
violence	—	violent	non-violent	violently
frequency	—	frequent	infrequent	frequently
danger	to endanger	dangerous	safe	dangerously
safety	to save	safe	unsafe	safely
an expense	to expend	expensive	cheap	expensively

Exercise 6-5: Practicing Word Families

Choose the correct form of the word in parentheses.

Example: Moussa's car is very (to expend).
Moussa's car is very expensive.

1. Uncle Halidou had a lot of (expensive) for his first son's marriage. ■ 2. The hunter (safety) the two boys from a dangerous animal. ■ 3. It is (danger) to swim in a river full of crocodiles. ■ 4. The wind blows (violence) during a storm. ■ 5. Ali (frequent) visits his friends on weekends. ■ 6. It was a great (pleasant) for Ali and Mariama to see each other in France. ■ 7. The woman has a (burned) on her arm.

■ Grammar

1. Tell vs. Say

■ Tell

Examples

- a. He **told** her his name.
b. They **are telling** him a joke.
c. We **will tell** them not to go away.

Explanation:

The verb *tell* must have an indirect object:

- d. He told **her** his name.

Exceptions:

- In some special cases we can use the preposition *to* with *tell*:
- e. He told { a joke, a story } **to** the children.
- With words like *story* or *joke* the indirect object is not necessary:
- f. *He told a joke.*

Say

Examples

- a. She **said** something.
- b. She **said** something to him.
- c. They always **say** “Hello!”.
- d. They always **say** “Hello!” to each other.

Explanation:

- With the verb *say*, the indirect object is not necessary:
- e. He said “goodbye.”
- If we have an indirect object, we must use the preposition *to*:
- f. He said “goodbye” **to** her.

Exercise 6-6: Choosing Say or Tell

Replace the (X) in each sentence with *said* or *told*.

- Examples:**
- a. They (X) something funny to Sanda.
They said something funny to Sanda.
 - b. We (X) them a joke.
We told them a joke.

- 1. Fati (X) Ali to keep Issa away from the fire. ■ 2. Maïmouna (X) mangoes were very expensive. ■ 3. They (X) the driver to reduce his speed. ■ 4. The elephant (X) there was no disturbance of the peace. ■ 5. I (X) the boy to get something good but not expensive. ■ 6. Moussa (X) that Kantou was a famous wrestler. ■ 7. Gaston (X) Sidi not to stand outside. ■ 8. Ousmane (X) the Japanese wrestling match was funny. ■ 9. The teacher (X) his students to do the exercise at home. ■ 10. Fati (X) the commission was wrong. ■ 11. Moussa (X) his brother not to complain any more. ■ 12. Issaka (X) the teachers could make a good decision.

2. Reported Speech: Affirmative and Negative Statements

Mariama is going to fly to Lagos. Last Tuesday, she went to the airline office to buy her ticket.

Affirmative Example

Direct Speech: The agent said to Mariama, “Your ticket is ready.”

Reported Speech: The agent ^①told Mariama ^②that her ^③ticket ^④was ready.



Notes: In changing direct speech to reported speech, we must pay attention to four things:

- ① The main verb: *said to* or *told* (other verbs are also possible).
- ② The connecting word: *that*.
- ③ Pronouns and possessive adjectives: *your ticket* changes to *her ticket* in this example.
- ④ The verb tense: In this example, *is* changes to *was*.

Negative Example

Direct Speech: Aïchatou said, “I don’t like to pound millet.”
Reported Speech: Aïchatou said that she did not like to pound millet.

Command Examples

Direct Speech: The teacher told Ali, “Write the answer on the blackboard.”
Reported Speech: The teacher told Ali to write the answer on the blackboard.
Direct Speech: I said to my little sister, “Don’t touch my things!”
Reported Speech: I told my little sister not to touch my things.

Examples of Tense Changes in Reported Speech

a. **Direct:** The agent said, “The trip takes one hour.”
Reported: The agent said that the trip took one hour.

Simple present: *takes* → Simple past: *took*

b. **Direct:** Mariama said to the agent, “I have never been to Lagos before.”
Reported: Mariama told the agent that she had never been to Lagos before.

Present perfect: *have never been* → Past perfect: *had never been*

c. **Direct:** The agent explained to Mariama, “They will give you a soft drink during the flight.” (flight = *vol*)
Reported: The agent explained to Mariama that they would give her a soft drink during the flight.

Future: *will give* → Future from past: *would give*

d. **Direct:** The agent said, “I went to Lagos in 1987.”
Reported: The agent said that she had gone to Lagos in 1987.

Simple past: *went* → Past perfect: *had gone*

Other Verb Changes

Direct Speech		Reported Speech
Must + verb	→	Had to + verb
Is going to + verb	→	Was going to + verb
May + verb	→	Might + verb
Can + verb	→	Could + verb
Should + verb	→	Should + verb
Ought to + verb	→	Ought to + verb
Would like to + verb	→	Would like to + verb

Exercise 6-7: Practicing Tenses in Reported Speech

Practice reported speech in groups of two.

- Student 1: { I visit my cousin every day.
I have visited my cousin twice.
I visited my cousin in 1987.
I will visit my cousin soon.
I may visit my cousin soon.
I should visit my cousin soon.
I have to visit my cousin soon.
I'm going to visit my cousin soon.

Student 2: She / he said that she / he _____ her / his cousin _____.

- Examples:**
- a. Student 1: *I may visit my cousin soon.*
Student 2: *She said that she might visit her cousin soon.*
 - b. Student 1: *I am going to visit my cousin soon.*
Student 2: *She said that she was going to visit her cousin soon.*

Exercise 6-8: Practicing Direct and Reported Speech

Put the following sentences into reported speech.

- Examples:**
- a. Mariama said to the agent, "Could you help me?"
Mariama asked the agent to help her.
 - b. The agent said to Mariama, "There is a plane at 10:00."
The agent told Mariama that there was a plane at 10:00.

1. Mariama said, "I must get ready." ■ 2. The agent said to Mariama, "Don't waste too much time." ■ 3. The agent said to Mariama, "Go and buy your ticket." ■ 4. Mariama said to the agent, "I'm going to buy it." ■ 5. Mariama said, "I have been to Lagos twice." ■ 6. The agent said, "I think Lagos is an exciting city." ■ 7. Mariama said, "I will have a good time in Lagos."

Exercise 6-9: Practicing Reported Commands and Statements

Change each item below to reported speech. You may want to review the lesson on page 29.

- Examples:**
- a. The rabbit said to the dog, "Catch me if you can."
The rabbit told the dog to catch him if he could.
 - b. The little girl said to the teacher, "I didn't do my homework."
The little girl told the teacher that she had not done her homework.

1. Ali told me, "Do not disturb the class." ■ 2. Moussa said, "I can see two boys over there." ■ 3. The elephant said, "I have been having a little discussion with my friend." ■ 4. Mother told Fati, "Make a fire to cook lunch." ■ 5. Ousmane said, "Kantou always throws his opponent down." ■ 6. She told me, "Do not water the garden at midday." ■ 7. Ali said, "I want to find out where Safia lives." ■ 8. He told his friend, "Leave your shoes at the door." ■ 9. The lion said to the man, "Do not complain anymore." ■ 10. The man said to them, "Peace is worth the expense." ■ 11. She told Moussa, "Mamane does not eat yams at all." ■ 12. Marie said, "Fadel cannot use the new machine."

Exercise 6-10: Translating French into English

1. Moussa a dit, «J'ai rencontré Fati au marché hier.» ■ 2. Le professeur a dit qu'il n'irait pas en vacances dans sa voiture. ■ 3. Maman a dit à Fati de bien laver les légumes. ■ 4. Les arbres protègent le sol et attirent la pluie. ■ 5. Cette voiture est plus chère que celle de mon oncle. ■ 6. Ali a dit qu'il achèterait un vélo dans une semaine. ■ 7. Cet enfant a dit qu'il n'avait pas lutté avec son grand frère. ■ 8. L'homme a dit qu'il devait chercher son frère. ■ 9. Le "Sumo" est une lutte japonaise. ■ 10. Beaucoup de personnes étaient au baptême d'Ousmane.

■ Listening Comprehension

Exercise 6-11: Answering Questions

Choose the best answer in each item. Do not write in this book!

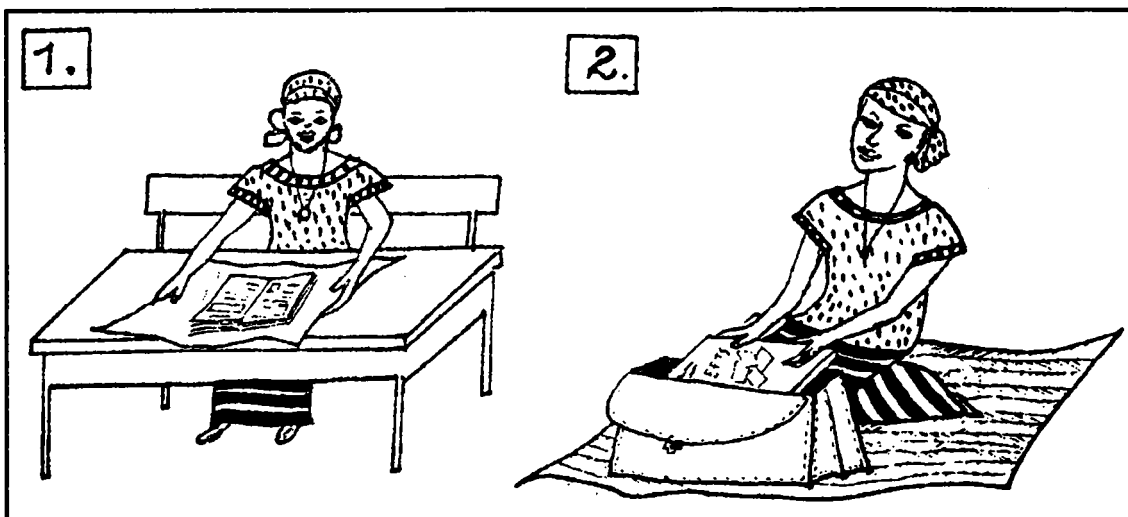
- When Hare and Hyena first saw each other,
 - they were very happy.
 - they were very old.
 - they stayed apart for a long time.
 - they got something to eat.
- When Hyena came back with some food,
 - Hyena's children ate it.
 - Hare ate it with Hyena's children.
 - Hare told Hyena's children it was for them.
 - Hare took it to his family.
- When Hyena was told that Hare had been taking all the food with him,
 - Hyena was not surprised.
 - Hyena set fire to Hare's house.
 - Hyena was angry with Hare.
 - Hyena bit Hare.
- Hyena and Hare did not stay good friends because
 - Hare became furious.
 - they fought.
 - Hare could hardly walk.
 - they talked about old times.

■ Writing

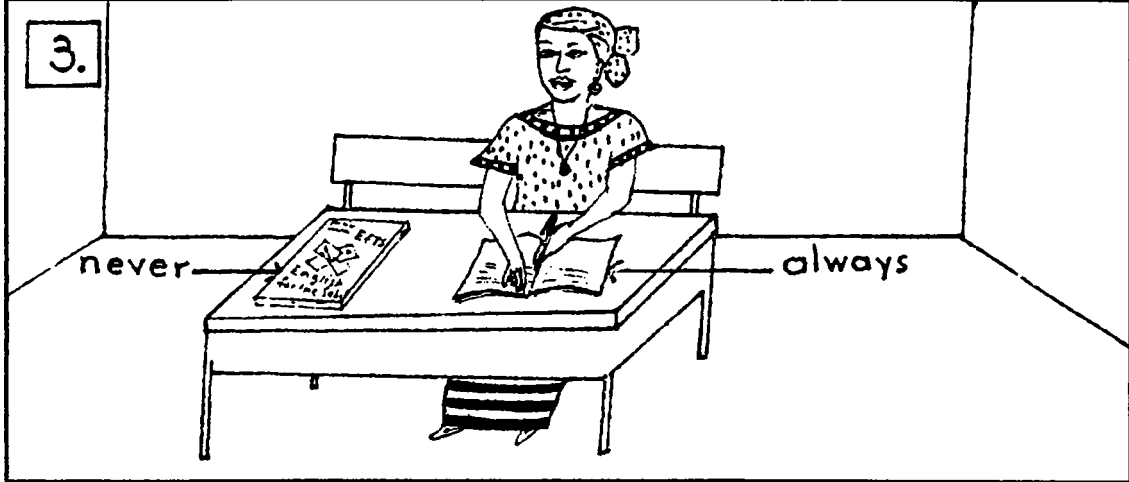
A Simple Deductive Paragraph

You can write a good paragraph in English. Just follow these steps:

Step One: Discuss the pictures with your class.



3.



Step Two: Write a paragraph plan.

Title: Hassana and Her Books

General Idea: Hassana takes good care of her school books.

Fact Number One - (one or two sentences):

First, she puts paper covers on all her books. These covers protect the books from dirt and sweat. (sweat = *sueur*)

Fact Number Two - (one or two sentences):

Second, she always carries her books in a school bag.

Fact Number Three - (one or two sentences):

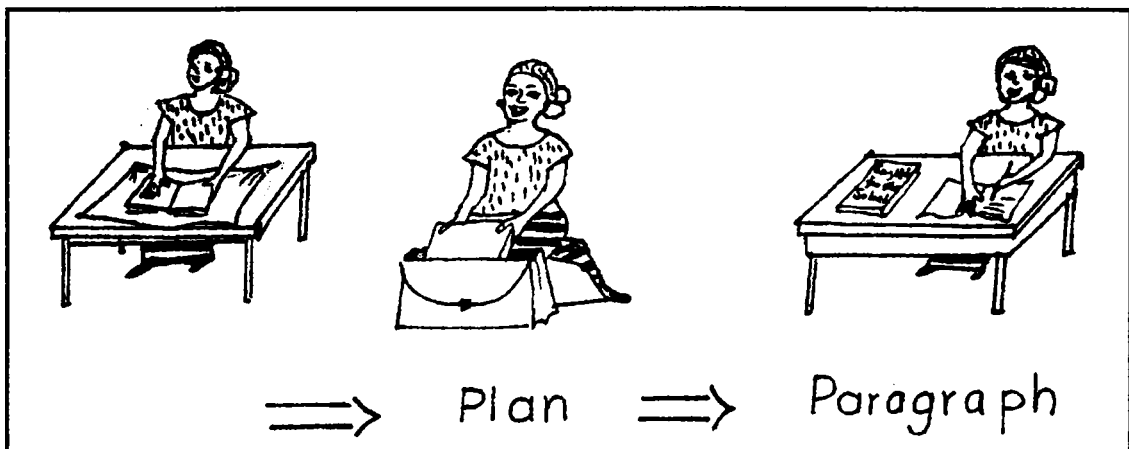
Finally, she never writes in her school books. That way, her books will stay clean for the future students of Niger.

Step Three: Write the final paragraph.

Hassana and Her Books

Hassana takes good care of her books. **First**, she puts paper covers on all her books. These covers protect the books from dirt and sweat. **Second**, she always carries her books in a school bag. **Finally**, she never writes in her school books. That way, her books will stay clean for future students.

Now you do it:



Exercise 6-12: Writing a Simple Deductive Paragraph

Follow the steps below.

Step One: Discuss the pictures with your class.



Step Two: Write a paragraph plan.

Title:

General Idea: Housseina is very careless with her school books.

Fact Number One - (one or two sentences):

First,

Fact Number Two - (one or two sentences):

Second,

Fact Number Three - (one or two sentences):

Finally,

Step Three: Write the final paragraph.

Housseina and Her Books

Housseina is very careless with her school books. **First,**

..... **Second,**

..... **Finally,**

CHAPTER SEVEN

The Case of Natty Nat

Mr. and Mrs. Brown lived in Idaville. They had one child whom everyone called Encyclopedia. An encyclopedia is a book which gives information on all branches of knowledge. The boy's head was like an encyclopedia. He was like a complete library walking around in sneakers. His father asked him more questions than anyone else. Mr. Brown was the chief of police of Idaville. Idaville, however, only **looked** like a usual American town. It was, really, most unusual. For nearly a whole year no criminal had escaped arrest. This was partly because the town's policemen were clever and brave. But mostly it was because Chief Brown was Encyclopedia's father. It was Encyclopedia who solved his hardest cases. The boy was the mastermind behind the town's police.

One evening at dinner, Mr. Brown said, "Natty Nat has struck again. He has held up another store, right here in Idaville."

"Which store, Dad?" asked Encyclopedia.

"The Men's Shop, owned by Mr. Dillon and Mr. Jones," answered Mr. Brown.

"Are you sure the robber was Natty Nat?" asked Encyclopedia.

"Mr. Dillon himself said it was Natty Nat," replied Mr. Brown.

He pulled a notebook from his pocket, to read what Mr. Dillon had told him about the hold up. Encyclopedia closed his eyes to get ready to think hard.



His father began to read:

I was alone in the store. I did not know anyone had come in. Suddenly a man's voice told me to raise my hands. I looked up then. I was face to face with the man the newspapers call Natty Nat. He had on a gray coat with a belt in the back, just as the newspapers had said. He told me to turn and face the wall. Since he had a gun, I did as he said. When I turned around again, he was gone with all the money.

When Chief Brown had finished reading his notebook, Encyclopedia asked only one question: "Did the newspapers ever print a picture of Natty Nat?"

"No," answered his father, "but everyone in the town knows he always wears that gray coat with the belt in the back."





Suddenly Encyclopedia opened his eyes. "The only reason Mr. Dillon thought it was Natty Nat was that gray coat!" he said. "The case is solved."

"There was no hold-up at The Men's Shop," said Encyclopedia. "Nobody robbed Mr. Dillon, Dad. He lied from beginning to end."

"I guess Mr. Dillon stole the money. He didn't want his partner, Mr. Jones, to know it was missing," said Encyclopedia. "So Mr. Dillon said that Natty Nat had robbed him because he had read all about Natty Nat in the newspapers. He knew Natty Nat always wore a gray coat with a belt in the back when he held up stores."

"Mr. Dillon knew it would sound much better if he could blame his hold-up on Natty Nat, whom people have heard about," Encyclopedia said. "According to his story, Mr. Dillon never saw the back of the man who held him up. He only saw the front of the hold-up man. If his story is true, he had no way of knowing that the man's coat had a belt in the back."

"He stole money from his own store and from his partner, too," cried Chief Brown. "And he nearly got away with it!"

Adapted from *Encyclopedia Brown*,
Boy Detective, by Donald J. Sobol



Exercise 7-1: Answering Questions on the Text

Answer each question using a complete sentence.

1. Who is Encyclopedia? ■ 2. Why did people in Idaville call him Encyclopedia? ■ 3. What is Mr. Brown's job in the town? ■ 4. Do you think that Mr. Brown needs Encyclopedia's help in his job? Why or why not? ■ 5. Why did Encyclopedia close his eyes? ■ 6. Who did Mr. Dillon say had held up his store? ■ 7. Did Encyclopedia believe what Mr. Dillon had said? ■ 8. Was Natty Nat the real robber of Mr. Dillon's store? ■ 9. Who stole the money from the shop? ■ 10. How did Encyclopedia know that Mr. Dillon was the thief? ■ 11. What was Mr. Brown going to do to Mr. Dillon?

12. Has anybody ever stolen anything from you? ■ 13. What do detectives do? ■ 14. How do detectives catch thieves?

Exercise 7-2: Making Questions About the Text

Ask the appropriate questions for these answers.

1. That Natty Nat held up Dillon’s shop. ■ 2. A gray coat with a belt in the back. ■ 3. To turn and face the wall. ■ 4. He asked only one question. ■ 5. Mr. Dillon did. ■ 6. Because he had read all about Natty Nat in the newspapers. ■ 7. Mr. Jones is.

Vocabulary

a belt	to have...on	to rob	to strike (struck, struck)
to escape	to hold...up	to solve	the whole
to get away with			

Exercise 7-3: Practicing the New Vocabulary

Replace each (X) with one word. Use the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

Example: That girl (X) a pretty dress (X).
That girl has a pretty dress on.

1. Can you (X) the problem? ■ 2. The man stole 3,000 francs, but he will not (X)(X)(X) it. The police will catch him. ■ 3. The snake (X) at the man and bit him. ■ 4. The thief (X) after he took all the money. ■ 5. The villain is (X) the shop (X). ■ 6. The villain is (X) the shop. ■ 7. At noon in the Sahel, it is hot the (X) year. It is rarely cold. ■ 8. He is wearing a (X) to keep his pants up.

Expansion

1. False Cognates

Cognates are words in two different languages that look alike, sound similar and have the same origin. They help students understand English words by their similarity to French words. Some words are **false cognates** (*faux amis*). These words look and sound alike in French and English but mean **different** things. Here are a few examples of false cognates. Memorize this list.

French		English
<i>actuellement</i> - at the present time	≠	actually (<i>réellement</i>) - in reality
<i>assister à</i> - to attend; to be present	≠	assist (<i>aider</i>) - to aid; help
<i>attendre</i> - to wait for	≠	attend (<i>assister à</i>) - to be present at
<i>bless</i> - to wound	≠	bless (<i>bénir</i>) - to make holy
<i>décevoir</i> - to disappoint	≠	deceive (<i>tromper</i>) - to mislead

Exercise 7-4: Using False Cognates

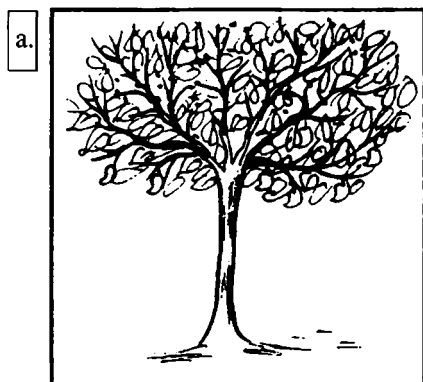
Replace the (X) in each sentence with the best word from the list below.

actually attend deceive assist bless

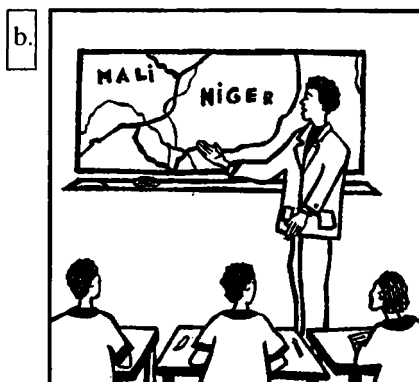
1. Nurses (X) doctors with the patients. ■ 2. We (X) the dance last night. ■ 3. Hare (X) Hyena in many folk tales. ■ 4. I don’t (X) know where Mamadou lives. ■ 5. The marabout (X) the water before giving it to the baby.

2. Compound Nouns

■ The Meaning of Compound Nouns



A mango tree is a tree which produces mangoes.



A geography teacher teaches geography.

Explanation:

In compound nouns, the second noun is the principle noun. The first noun modifies the second noun.

Exercise 7-5: Using Compound Nouns

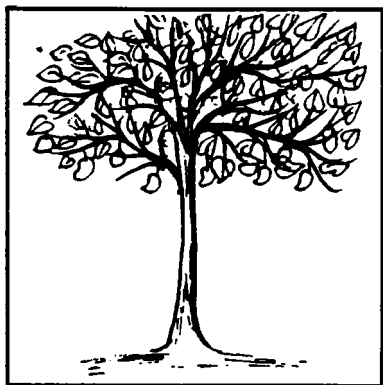
Replace each (X) with one word. Pay attention to hyphens and spaces.

Examples:

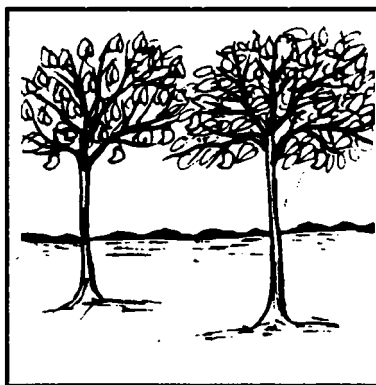
- a. A watch you carry in your pocket is a (X) (X).
A watch you carry in your pocket is a pocket watch.
- b. A portrait you draw of yourself is a (X-X).
A portrait you draw of yourself is a self-portrait.

1. The journalist who took that photo was a (X-X). ■ 2. A ticket to go one way is a (X-X) (X). ■ 3. A glass that you put water in is a (X) (X). ■ 4. A pocket that you carry a watch in is a (X) (X). ■ 5. A plantation which produces cocoa is a (X) (X). ■ 6. Tennis that you play on a table is (X) (X). ■ 7. A store where you can buy a book is a (XX). ■ 8. Wine that you get from palm trees is (X) (X). ■ 9. A plantation which produces coffee is a (X) (X). ■ 10. A tank where you put water is a (X) (X). ■ 11. A pot you make tea in is a (XX). ■ 12. A hole where you find water is a (X) (X).

Plurals of Compound Nouns



a mango tree



two mango trees



no s

Explanation:

The first word of a compound noun is **never** plural. In the plural form, the second word only takes the -s.

Exercise 7-6: Giving Plurals of Compound Nouns

Give the plural of each compound noun. Use the word two.

Example: a pocket watch
 two pocket watches

1. a one-way ticket ■ 2. a millet field ■ 3. a photo-journalist ■ 4. a water glass ■ 5. a watch pocket ■ 6. an English teacher ■ 7. a water tank ■ 8. a water hole ■ 9. a pocket watch ■ 10. a waste product (waste product = *déchet*) ■ 11. a table lamp ■ 12. a lamp table.

Grammar

1. The Relative Pronoun *Whom*

Example

They had one son **whom** everyone called Encyclopedia.

Explanation:

We can use the relative pronoun *whom* when the relative pronoun refers to a person or people and is not the subject of the relative clause.

Relative clause: whom everyone called Encyclopedia.
 ↑ ↑
 not subject subject

Note: It is also possible to use *that* or *who* in this sentence. Students rarely need to use *whom* in speaking and writing.

2. Reported Speech: Questions

Wh- Questions

Examples

a.

(Mariama returned last Monday from Lagos.)

Direct speech: Aïchatou asked Mariama,
“Why did you go to Lagos?”

Reported speech: Aïchatou asked Mariama
why she had gone to Lagos.



b. **Direct speech:** Aïchatou asked Mariama, “When did you get back?”

Reported speech: Aïchatou asked Mariama when she had gotten back.

Exercise 7-7: Reporting Wh- Questions

Change each item below to reported speech.

Example: Aïchatou asked Mariama, “How many cousins do you have in Lagos?”
Aïchatou asked Mariama how many cousins she had in Lagos.

1. The passenger asked the driver, “When are we going to leave?” ■
2. The student who was going to be late asked his brother, “What time is it?” ■
3. The teacher asked the class, “Whose pen is on the floor?” ■
4. The people asked the Imam, “Who did Allah ask Ibrahim to sacrifice?” ■
5. The patient asked the doctor, “How many aspirins do I have to take?” ■
6. The farmer asked the pilgrim, “How will you travel from Jeddah to Mecca?” ■
7. The clever boy asked his friends, “What kind of jam can you eat? Mango jam or a traffic jam?”

Exercise 7-8: Changing Reported Wh- Questions to Direct Speech

Change the following sentences to direct speech.

Example: The shopkeeper asked the tourist what he wanted to buy. (shopkeeper = *boutiquier*)
The shopkeeper asked the tourist, “What do you want to buy?”

1. The patient asked the doctor what he could do to stay healthy. ■
2. The boy asked the hunter which animal he had killed. ■
3. The chief of police asked the shopkeeper how the thief had gotten into his shop. ■
4. The student asked his classmate where he would spend the next vacation. ■
5. The boy asked his friend why he had not come to school. ■
6. The teacher asked the class whose pen he had borrowed. ■
7. The passenger asked the driver how long it took to get to the city.

Exercise 7-9: Reporting Wh- Questions and Their Answers

Student 1 asks a question and Student 2 answers truthfully. Student 3 uses reported speech to repeat what Student 1 and Student 2 have said.

Student 1:

Who
What
When
Where
Which
Whose
Why
How
etc.

 _____?

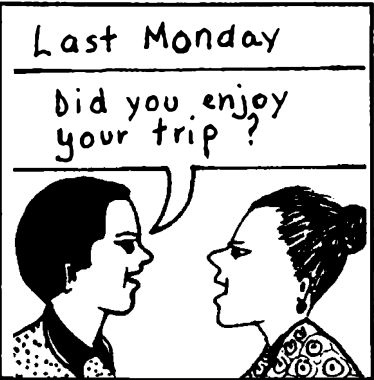
Student 2: _____
(answer)

Student 3: Student 1 asked Student 2 _____.
Student 2 told Student 1 _____.

Example: Student 1: *Ali, where did you go yesterday after school?*
Student 2: *I went to the market.*
Student 3: *Mariama asked Ali where he had gone.*
Ali told Mariama he had gone to the market.

Yes / No Questions

Examples



- a.
- Direct speech:** Ousmane asked Mariama, “Did you enjoy your trip?”
- Reported speech:** Ousmane asked Mariama if she had enjoyed her trip.
- or**
- He asked her **whether or not** she had enjoyed her trip.
- or**
- He asked her **whether** she had enjoyed her trip **or not**.
- or**
- He asked her **whether** she had enjoyed her trip.

Explanation:

In reporting *yes / no* questions, we use the verb *ask*. We use the connecting words *if* or *whether* (*or not*).

More Examples

- b. Direct speech:** He asked her, "Will you go back some day?"
Reported speech: He asked her whether she would go back some day.
- c. Direct speech:** He said, "Can you speak Yoruba?"
Reported speech: He asked her if she could speak Yoruba.

Exercise 7-10: Reporting Yes / No Questions

Change each item to reported speech.

Example: Ousmane said to Mariama, "Do you like Nigerian food?"
Ousmane asked her whether she liked Nigerian food.

1. The shopkeeper asked the tourist, "Are you an American?" ■ 2. The students asked the famous hunter, "Have you ever killed an elephant?" ■ 3. The boy asked his guests, "Do you like reggae music?" ■ 4. The student asked his teacher, "Did the prophet Ibrahim sacrifice his son?" ■ 5. Imal asked Rabi, "Can you ride a bicycle?" ■ 6. A good student said to his lazy classmate, "Will you get a good grade in science?" ■ 7. Oumarou asked the chief, "How many trees have you planted?" ■ 8. The patient asked the doctor, "Can I take four tablets at the same time?" ■ 9. The teacher asked the student, "Does Niger have a tropical climate?" ■ 10. Encyclopedia asked his father, "Did the newspaper ever print a picture of Natty Nat?" ■ 11. Encyclopedia asked Mr. Brown, "Are you sure the robber was Natty Nat?" ■ 12. The boy asked his sister, "Are you going to be at the party tonight?"

Exercise 7-11: Changing Reported Yes / No Questions to Direct Speech

Change the following sentences to direct speech.

Example: The man asked the tourist whether he was from England or the United States.
The man asked the tourist, "Are you from England or the United States?"

1. The boy asked his friend if he had visited his family. ■ 2. The teacher asked the student whether he had done his homework. ■ 3. The lady asked the doctor if she would have to bring her child. ■ 4. The doctor asked the patient if he had taken his tablets before going to bed. ■ 5. The chief of police asked the shopkeeper if he had noticed the belt on the robber's coat. ■ 6. The policeman asked the passenger whether he had an identity card. ■ 7. Lion asked Zomo whether he could kill Kouré, the hunter.

Exercise 7-12: Reporting Yes / No Questions Orally

Student 1 asks Student 2 a question. Student 2 repeats Student 1's question in reported speech. Student 3 asks the question again and Student 2 then answers truthfully.

Student 1: $\left\{ \begin{array}{l} \text{Will, Can} \\ \text{Do, Does, Did} \\ \text{Has, Have,} \\ \text{Is, Are, Am} \end{array} \right\}$ _____?

Student 2: He / She asked me whether _____ or not.

Student 3: Aren't you going to tell { him, her } whether _____ or not?

Student 2: Yes, I am. _____.
(answer original question)

Example: Student 1: *Does your brother live in Niamey?*
Student 2: *He / She asked me whether my brother lived in Niamey or not.*
Student 3: *Aren't you going to tell him / her whether your brother lives in Niamey or not?*
Student 2: *Yes, I am. My brother doesn't live in Niamey.*

Exercise 7-13: Translating into English

1. Un élève a dit qu'il était malade hier. ■ 2. Le professeur nous a demandé de ne pas faire de bruit en classe. ■ 3. Le professeur d'anglais a dit qu'il passerait les grandes vacances au Ghana. ■ 4. Le docteur a dit au malade: «Tu prendras deux aspirines avant d'aller au lit.» ■ 5. Le policier a demandé au commerçant ce que portait le voleur. ■ 6. «Levez les mains!» dit le professeur. ■ 7. Le professeur demanda à l'élève pourquoi il était absent. ■ 8. L'élève répondit qu'il avait eu des maux de tête. ■ 9. Le garçon demanda à son ami s'il avait déjà visité le musée. ■ 10. Le docteur demanda au patient ce qui n'allait pas en lui.

■ Listening Comprehension

Exercise 7-14: Answering Questions

Choose the best answer in each item. Do not write in this book!

1. Omar called out because
 - a. a man rubbed the back door.
 - b. he had been robbed.
 - c. he wanted to help a man at the back door.
 - d. the thief was running out of jewelry.
2. The thief stole
 - a. some watches and bracelets.
 - b. a big blue bag.
 - c. a red shirt, a blue pair of pants and a black mask.
 - d. the back door of the shop.
3. The police told Omar
 - a. not to live in the store.
 - b. to leave the store.
 - c. to live in the store.
 - d. not to leave the store.
4. What did the thief do with the jewelry?
 - a. he sold it.
 - b. he kept it in his bag.
 - c. he threw it away.
 - d. he gave it to his wife.

Using Reported Speech

The Hold-Up May 14, 1993, 5:43 p.m.



Exercise 7-15: Completing the Dialogue

Follow the steps below.

Step One: In your exercise book, complete the dialogue below. Do not write in this book!

1. Thief: Put your hands up!
2. Thief: _____?
3. Shopkeeper: _____.
4. Thief: I don't believe you.
5. Shopkeeper: _____.
6. Police Officer: _____!
7. Police Officer: _____?
8. Thief: _____.
9. Police Officer: _____.
10. Shopkeeper: Thank you.

Step Two: Give your dialogue to your teacher.

Step Three: When you get it back, change it to reported speech.

The Hold-Up

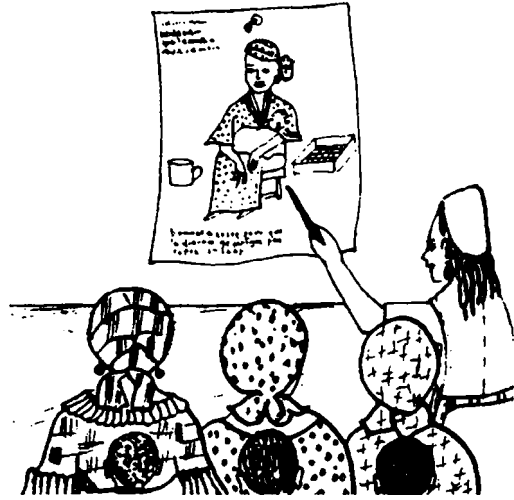
1. The thief told the shopkeeper to put his hands up.
2. The thief asked _____.
3. The shopkeeper told the thief that _____.
4. The thief said that he didn't believe the shopkeeper.
etc.
10. The shopkeeper thanked the police officer.

CHAPTER EIGHT

Food for Thought

The compound at the clinic was very crowded. There were many women - perhaps fifty - who had come from far away to attend the meeting. It was eight o'clock in the morning and already very hot.

The young nutritionist came out of her office. Her name was Hadiza. She put up a blackboard and some pictures on the wall outside her office. The women pushed towards the front to see Hadiza and her pictures.



"As soon as you're quiet, I'll begin," Hadiza told the women. The women were silent.

Hadiza spoke about nutrition. She said that if the women prepared better food for their families, they would be healthier.

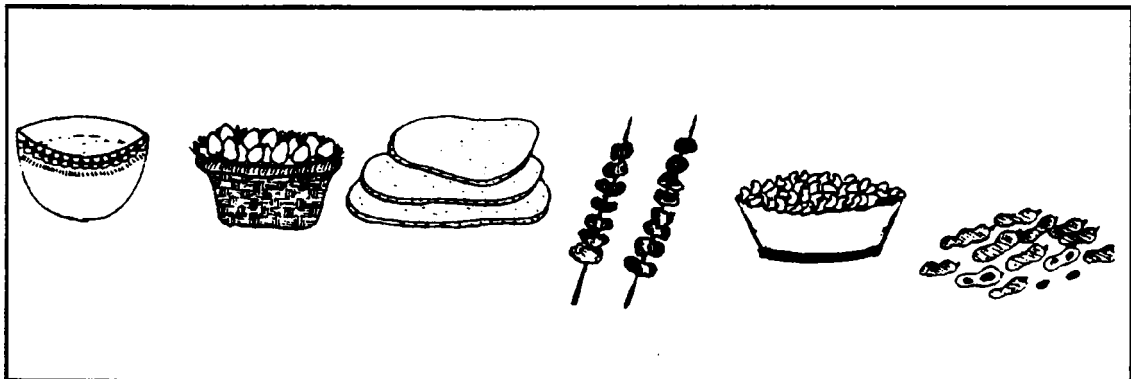
"But we already know how to feed our families," one woman protested. "We don't need this information. We drink millet porridge and eat millet paste and sauce or rice and sauce, and we are alive."

Hadiza replied that there were many other kinds of foods which were more nutritious. "If you added more vegetables or pounded peanuts to your sauces, your meals would be tastier and more nutritious," she said. "Some of your children are weak and sick," she added. "If you fed them different varieties of food, they wouldn't be sick. They will get stronger quickly if you use some of my suggestions."

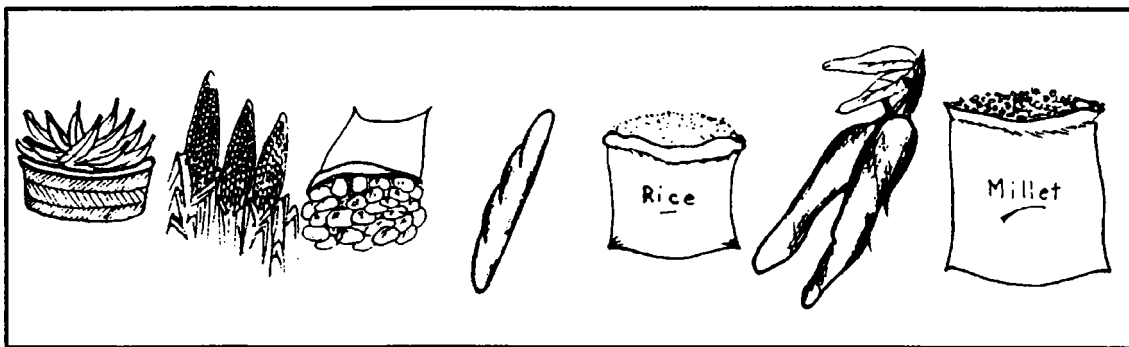
For a few minutes the women talked among themselves. They accepted Hadiza's new information with some suspicion. But they decided to listen as she continued to speak.

Hadiza talked about the three food groups which help give the body more energy.

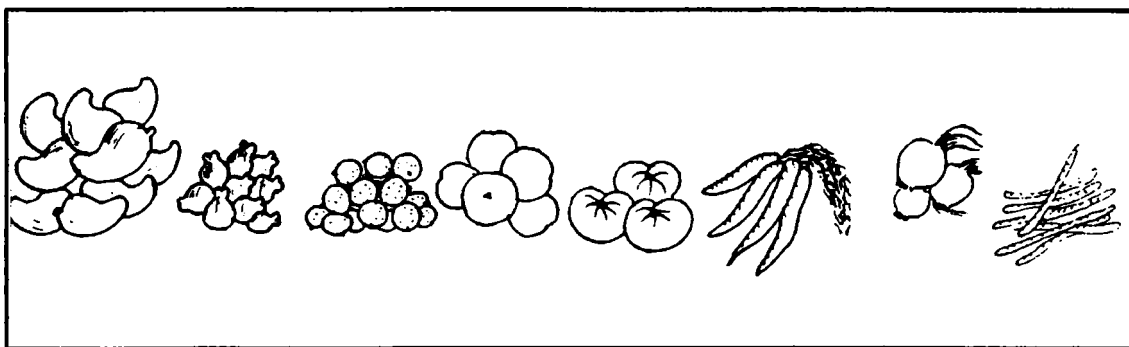
1) Body-building foods: milk, eggs, cheese, meat, beans, and peanuts.



2) Energy foods: bananas, corn, potatoes, bread, rice, cassava, millet, sugar, and oil.



3) Protective foods: These foods have a lot of vitamins: mangoes, guavas, lemons, oranges, tomatoes, beans, peas, carrots, onions, and cucumbers.



"Each meal," she said, "must have a little food from each group." More women were paying attention to Hadiza. "I know you can find many of the fruits and vegetables I've told you about," she continued. "If you had off-season gardens, you'd have your own vegetables to eat in the dry season." The women smiled. They knew Hadiza was right.

Hadiza explained that it was important to mix plant foods with meat at meals. If a meal had no meat it should have both fruits and vegetables. One good meal could be cassava or rice and beans with mangoes. These would provide a good mix of energy and vitamin foods. "A woman can also make an excellent meal of millet paste and sauce, meat, and mangoes or guavas. Peanuts are another important energy food which you can eat with cassava or rice," Hadiza told them.

"But if you eat only millet paste and sauce, or rice and beans every day, you are not getting all the vitamins you need." Some of the women laughed at Hadiza's words, and others talked among themselves more seriously. Hadiza was nervous, uncertain whether the women had understood what she had said. The lesson was over. Hadiza knew she would have to wait and see.

Exercise 8-1: Answering Questions on the Text

Answer each question with a complete sentence.

1. Why had the women come to the clinic? ■ 2. What was the young woman's job? ■ 3. Why did the women resist (resist = *résister à*) what Hadiza told them? ■ 4. What do you find in protective foods? ■ 5. What is one example of a healthy meal? ■ 6. How could the women provide their families with vegetables in the dry season? ■ 7. Why is it not good to eat only millet paste and sauce every day? ■ 8. Why is Hadiza's message important?
9. Where is the clinic in your town? ■ 10. If you had to feed small children, what would you prepare for them? ■ 11. How could you improve your diet?

Exercise 8-2: Making Questions About the Text

Write a question for each answer.

1. About fifty women. ■ 2. A blackboard and some pictures. ■ 3. That they drank millet porridge and prepared millet paste and sauce, and that they were alive. ■ 4. Because they were not getting enough different varieties of foods. ■ 5. They are the three food groups. ■ 6. Both fruits and vegetables. ■ 7. Because she was uncertain whether the women had understood her message.

Vocabulary

to accept
crowded

to feed (fed, fed)
a lemon

nervous
a pea

tasty

Exercise 8-3: Practicing the New Vocabulary

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

Example: A (X) is a small vegetable.
A pea is a small vegetable.

1. (X) are fruits. ■ 2. The sauce is (X) because it has vegetables in it. ■ 3. Some women (X) Hadiza's ideas and cooked various new foods for their families. ■ 4. Most students get (X) before a big test. ■ 5. The room was (X) because many people wanted to hear Hadiza's suggestions. ■ 6. If you want to keep an animal, you must (X) it.

Pronunciation

More Practice with Stress

Exercise 8-4: Asking and Answering Questions with Stress

Review the lesson on stress on page 37. Here are some more questions and answers to practice in pairs. You may stress anyone of the italicized words in the question.

1. Student 1: Did the *fat* man *win* the fight last *Tuesday*?
Possible answers for Student 2:
 1. No, the **thin** one did.
 2. No, he **lost**.
 3. No, it was on **Wednesday**.
2. Student 1: Will *you* go to the *movie tomorrow*?
Possible answers for Student 2:
 1. No, **you** will.
 2. No, I'm going to the **dance**.
 3. No, it's the **day after tomorrow**.
3. Student 1: Should *Mariama* buy some *mangoes* at the *small* market?
Possible answers for Student 2:
 1. No, **Abdoulaye** should.
 2. No, she should get some **oranges**.
 3. No, she should get them at the **big** one.
4. Student 1: Is *Boubacar* *afraid* of *dogs*?
Possible answers for Student 2:
 1. No, his **brother** is.
 2. No, he **likes** them.
 3. No, he's afraid of **lizards**.

False Cognates

French	English
<i>défendre</i> - to forbid; prohibit	≠ defend (<i>protéger; justifier</i>) - to protect
<i>demander</i> - to ask for	≠ demand (<i>exiger</i>) - to ask for something urgently
<i>enfant</i> - child	≠ infant (<i>bébé</i>) - a baby
<i>formidable</i> - wonderful; marvelous	≠ formidable (<i>redoutable</i>) - arousing dread; difficult to overcome
<i>glace</i> - ice	≠ glass (<i>verre</i>) - transparent hard material as in a drinking glass

Exercise 8-5: Using the New False Cognates

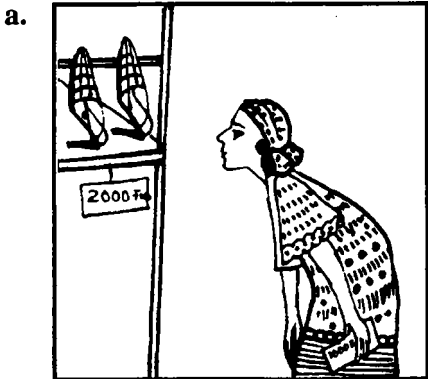
Replace the (X) in each sentence with the English false cognates presented above. You will use two words twice.

1. The karate expert was nervous when he met his (X) enemy. ■ 2. It is the army's job to (X) the country. ■ 3. Every day, the science teacher (X) that the students clean the classroom before they leave. ■ 4. An (X) is too young to eat hot, spicy foods. (spicy = *épicé*) ■ 5. Be careful when you walk in the kitchen; somebody's just broken a (X) there. ■ 6. "These eggs are bad! I (X) to have my money back!" the angry man told the shopkeeper. ■ 7. Do not pour milk into those cups; use these (X) instead.

Grammar

Unreal Conditionals in the Present

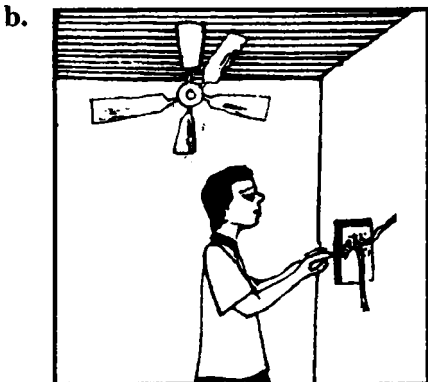
Examples



Conditional: If Amina **had** more money, she **would** buy the shoes.

Fact: Amina has only 1,000 francs.

Fact: She cannot buy the shoes which cost 2,000 francs.



Conditional: If the fan **worked**, Mani **would turn it** on.

Fact: The fan does not work.

Fact: Mani cannot turn it on.

If + Subject + Unreal Present (+Complement) + Subject + Would + Verb (+Complement)								
If	Amina	had	more money,	she	would	buy	the shoes.	
If	the fan	worked,		Mani	would	turn	it on.	

Explanation:

The unreal present looks like the past form. It does not refer to the past, however. It refers to the present.

Exercise 8-7: Practicing Present Unreal Conditionals

Put the verbs in parentheses into the correct form to make unreal present conditionals.

Example: If Ali studied his lessons, he (get) good grades.
If Ali studied his lessons, he would get good grades.

1. If a Muslim had enough money, he (go) to Mecca. ■ 2. If I (not, speak) politely to the teacher, he would be upset. ■ 3. If women mixed plant food with meat at meals, their children (be) healthy and strong. ■ 4. If the nutritionist had enough time, she (cook) a meal in front of the women. ■ 5. If the women (listen) to the nutritionist, they would not have problems bringing their children up correctly. ■ 6. If it rained a lot in May, the crops (grow) well. ■ 7. If I (live) in the USA, I would speak English well.

Exercise 8-8: Making Unreal Conditionals

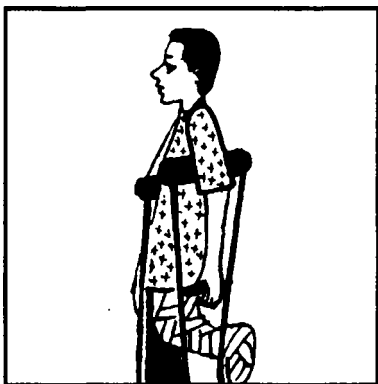
For each item, make an unreal conditional sentence.

Examples: a. Fact: Zalika never smiles.
 Fact: Nobody likes her.
If Zalika smiled, people would like her.
 b. Fact: Mr. Walker does not have a car.
 Fact: He has to walk to work every day.
If Mr. Walker had a car, he would not have to walk to work every day.

1. Fact: That taxi driver smokes a lot. Fact: He coughs all the time. ■ 2. Fact: Our math teacher explains difficult math problems. Fact: We understand math. ■ 3. Fact: People do not plant enough trees. Fact: They do not hold back the desert. ■ 4. Fact: Nana does not know how to sew. Fact: She does not make her own clothes. ■ 5. Fact: People die. Fact: They do not live on Earth (Earth = *la Terre*) forever. ■ 6. Fact: Candy tastes good. Fact: Children like to eat candy. ■ 7. Fact: Some mothers do not feed their children fruit and vegetables. Fact: Their children are malnourished. (malnourished = *mal nourri*) ■ 8. Fact: The village team loses every game. Fact: The coach is upset. ■ 9. Fact: Laws do not please everybody. Fact: People complain about them. ■ 10. Fact: Chaibou shaves every day. Fact: He does not have a beard (beard = *barbe*). ■ 11. Fact: The teacher has some chalk. Fact: He will write on the board. ■ 12. Fact: The French doctor does not write letters. Fact: She does not receive letters from her friends in France.

■ Unreal Conditionals with *Were*

Example



Conditional: If his leg **were** not broken, Laouali's would play football.

Fact: Laouali's leg is broken.

Fact: He will not play football tomorrow.

Explanation:

The unreal present of *be* is **always** *were*, never *was*. *Was* is the past tense of *be*.

Exercise 8-9: Making Unreal Conditional Sentences with *Were*

For each item, make a conditional sentence with *were*.

Examples:

a. Fact: Inoussa is not rich.

Fact: He does not have a car.

If Inoussa were rich, he would have a car.

b. Fact: Issa is rich.

Fact: He has two cars.

If Issa were not rich, he would not have two cars.

1. Fact: I am not from Italy. Fact: I do not speak Italian. ■ 2. Fact: Zomo is intelligent. Fact: He plays tricks on Kouré. ■ 3. Fact: The teacher is in the classroom. Fact: The students are quiet. ■ 4. Fact: Ali is a lazy student. Fact: He always gets bad grades. ■ 5. Fact: Fati is not tired. Fact: She does not go to bed early. ■ 6. Fact: This trader is lucky. Fact: He often wins the lottery. ■ 7. Fact: The teacher is not happy. Fact: He does not laugh in the classroom.

■ Unreal Conditionals with *Could*

Examples

Conditional: If he **could** run, he could play.

Fact: Laouali cannot run.

Fact: He cannot play football.

Explanation:

Could is both the unreal present and the conditional form of *can*.

Exercise 8-10: Making Unreal Conditional Sentences with Could

For each item, make a conditional sentence with *could*.

Example: Fact: Ali does not have a lot of money.
Fact: He cannot go to the movies.
If Ali had enough money, he could go to the movies.

1. Fact: The class is not finished. Fact: Ali cannot take a break. ■ 2. Fact: The bush taxi is full. Fact: Ali cannot get a seat. ■ 3. Fact: The policeman sees the thief. Fact: He cannot get away with the money. ■ 4. Fact: The women do not accept the nutritionist's advice. Fact: Their children cannot be strong and healthy. ■ 5. Fact: We do not understand Chapter Ten. Fact: We cannot do the exercises. ■ 6. Fact: Fati is not tall. Fact: She cannot touch the fan. ■ 7. Fact: The student does not study hard. Fact: He cannot get good grades.

Exercise 8-11: Asking and Answering Questions

Follow the steps below.

Step 1: Each student must prepare two questions beginning with *Are you...* or *Do you...*, questions which he or she knows will get a negative response.

Step 2: All students practice asking and answering the questions as in the examples.

Question: { Are you } _____?
 { Do you }

Answer: No, { I'm not. } But if I { were } I'd _____
 { I don't. } { did }

Good Examples: a. Question: *Are you a doctor?*
 Answer: *No, I'm not. But if I were, I'd help people to be healthy.*
 b. Question: *Do you have a car?*
 Answer: *No, I don't. But if I did, I'd drive to school.*

Bad Examples: a. Question: *Are you a student?*
 b. Question: *Are you a teenager?*

Exercise 8-12: Completing Conditional Sentences

Complete each sentence meaningfully.

Group I: Unreal Conditionals

Example: If I lived in America,...
If I lived in America, I would visit Miami.

1. If somebody stole my mother's purse, ... ■ 2. If I had a car, ... ■ 3. If a fight broke out in the street, ... ■ 4. If my little brother hurt himself, ...

Group II: Simple Conditionals

Example: If you do not study,...
If you do not study, you will not pass your exams.

5. If you want to have vegetables in the dry season, ... ■ 6. If the president visits our town, ... ■ 7. If you go to the market today, ... ■ 8. If you cannot find your pen, ...

Group III: Mixed Conditionals

Example: If it rained in December in Niger,...
If it rained in December in Niger, I would be very surprised.

9. If everybody were rich, ... ■ 10. If another student in my class were homesick, ... ■ 11. If you do not agree with a custom, ... ■ 12. If I wore very expensive clothes every day, ...

Exercise 8-13: Translating French into English

1. Si ta mère avait une fille, elle serait ta sœur. ■ 2. Est-ce que vous puniriez un enfant s'il marchait sur un plant? ■ 3. Je mangerais ce citron-là s'il était mûr. ■ 4. Tu ne rirais pas si tu échouais à un examen, n'est-ce pas? ■ 5. Le roi donnera une récompense à la personne qui tuera le dangereux serpent. ■ 6. Si les élèves n'avaient pas très faim à midi, ils seraient plus attentifs pendant la quatrième heure. ■ 7. Le maire a une montre en or, et son assistant en a une aussi. ■ 8. L'ennemi de Big Boss a brûlé la maison de Big Boss. ■ 9. Allah nous ordonne de ne pas voler. ■ 10. Fati avait cinq garçons avant d'avoir une fille.

■ Listening Comprehension

Exercise 8-14: Answering Questions

Choose the best answer in each item. Do not write in this book!

1. Bako, Aïchatou's father,
 - a. did not use to be a student.
 - b. was a mechanic.
 - c. was Dr. Fatouma's brother.
 - d. was a skillful and strong worker at the clinic.
2. Bako was hurt when Aïchatou told him that the doctor had come because
 - a. he was the best mason for miles around.
 - b. Seyni was getting weaker and weaker.
 - c. he thought he had not fed his family well.
 - d. Aïchatou was his daughter.
3. People die of malnutrition because
 - a. they do not go to the doctor.
 - b. they do not use the food that they have in the best way.
 - c. their fathers are masons.
 - d. it is tradition.
4. Understanding nutrition
 - a. helps us to make good use of foods.
 - b. helps us not to change our diet.
 - c. helps children to die.
 - d. helps a mechanic understand his work better.

■ Writing

A Guided Paragraph

Exercise 8-15: Writing About a Dream of Riches

Write a paragraph about what you would do if you had a lot of money. Begin your paragraph with "If I were rich,..." or "If I had a lot of money,...." Complete the paragraph by answering some of the questions below. Remember, you are writing a paragraph, so do not number your sentences. Indent only one time.

Questions:

What would you buy? ■ What would you build for yourself? For your family? ■ What would you do? What would you not do? ■ Who would you marry? ■ Where would you travel? ■ Where would you live? ■ What would people do for you? ■ Who would you be able to see in your country? ■ Would you help poor people? How? ■ But are you really rich?

EXTRA! EXTRA! B

Four Fables by Aesop

The Hare and the Tortoise

One day, a hare¹ made fun of a tortoise because he was so slow. But the tortoise said, "Maybe you are very fast, but I can beat² you in a race!" The hare thought this was impossible, so he agreed to³ race.

On the day of the race, they started together. The tortoise never stopped. He moved slowly toward the finish line⁴. The hare was too confident, and he decided to take a nap⁵ after a short distance.

When the hare woke up, he ran as fast as he could. But when he arrived at the finish line, he found the tortoise comfortably sleeping there after her great efforts.

The Shepherd Boy and the Wolf

A young shepherd⁶ kept his sheep near a village. He became bored⁷, so to amuse himself, he cried out "Wolf⁸! Wolf!"

When the villagers arrived to help him, there was no wolf. The shepherd boy only laughed at them.

Then one day, a hungry wolf really came to attack the flock⁹. The boy was terrified and cried "Wolf! Wolf!"

Nobody came from the village to help him. The wolf saw that the boy was alone, so he killed one sheep after another.

Moral: Nobody believes liars,¹⁰ even when they tell the truth.

The Wolf and the Sheep

After a fight with some dogs, a wolf was badly wounded¹¹. He lay in his den¹². A sheep passed by, and the wolf called to him: "I am wounded! Please get me some water from the river. If I have a little water, I will find a way to get some meat."

"I'm sorry, Mr. Wolf," said the sheep. "I would like to help you, but if I bring you water, I'm sure you will make me provide¹³ the meat also."

The Travelers and the Axe

Two men were traveling together. One of them saw an axe¹⁴ on the road and picked it up. "I have found an axe," he said.

"Don't say *I*," said the other traveler. "Say *we*."

The first man did not answer.

After they had gone a short distance, the owner¹⁵ of the axe started to chase them. "We are finished!" cried the first man.

"Don't say *we*," said the other traveler. "Say *I*."

Moral: If you do not share the prize, you cannot share the danger.

1. hare = un lièvre

2. beat = battre

3. agree to = consentir à

4. finish line = la ligne d'arrivée

5. nap = une sieste

6. shepherd = un berger

7. He became bored. = Il s'ennuyait.

8. wolf = un loup

9. flock = un troupeau

10. liar = un menteur

11. wounded = blessé

12. den = un antre

13. to provide = fournir

14. axe = une hache

15. owner = un propriétaire

1. Using the Correct Tense or Form

Exercise B-1: Choosing the Correct Tense or Form

Put the verbs in parentheses in the best tense or form. Use any tense you know. Use gerunds where necessary.

- Examples:**
- a. When Oumarou (return) to Gassafa in 1988, the people (plant) many trees.
When Oumarou returned to Gassafa, the people had planted many trees.
 - b. Alio (stay) at home tomorrow because he is very sick.
Alio will stay at home tomorrow because he is very sick.
or
Alio is staying at home because he is sick.

- 1. The teacher (give) us a difficult exercise yesterday. ■ 2. (Be) on vacation is very nice.
- 3. Bachir usually (visit) the museum when he goes to Kano. ■ 4. When Rahina got a scholarship to France, she (already, spend) two years in Dakar. ■ 5. Everybody knows that (smoke) cigarettes is bad for you. ■ 6. Many muslims (go) to Mecca since the Kaaba was built. ■ 7. I cannot go out now. You see, it (rain). ■ 8. Kanta (play) the game against the Lada Football Club tomorrow? ■ 9. Our players (not, be) very good five years ago. ■ 10. (Speak) English is very important nowadays. ■ 11. Lions (be) dangerous when they are hungry.
- 12. Girls (not, like) lazy boys.

2. Review of All Reported Speech

Exercise B-2: Practicing Reported Speech

Practice in groups of three. Student 3 is responsible for listening carefully to the answers. (Students should change numbers frequently.)

- Student 1: Tell me something about {
your village / town.
your family.
your favorite sport / music.
your favorite pastime. (pastime = *divertissement*)

Student 2 (to Student 3): What did he say?

- Example:**
- Student 1: *Tell me something about your family.*
 - Student 2: *What did he say?*
 - Student 3: *He said to tell him something about your family.*

Summary of Reported Speech

Kind	Verbs	Connectors	Examples
Imperative	tell, order, command	to / not to	She ordered him to sit down. They told me not to talk.
Statements	say, tell, explain, announce, think	that*	We explained that we had lost the money. She said that she would be there. I thought that you would win.
Yes / No Questions	ask	if, whether (or not)	They asked if you had enjoyed the film. He asked me whether I would have dinner with them.
Wh- Questions	ask	wh- word	I asked him where he had gone. They asked her why she smoked.

Exercise B-3: Reporting Questions and Answers

Report each question and answer it.

Example: Mr. Brown: Did you see the robber's back?
 Shopkeeper: No, I didn't.
Mr. Brown asked the shopkeeper if he had seen the robber's back. The shopkeeper answered that he hadn't.

- Teacher: Have you finished your homework?
 Students: Yes, we have.
- Ali's Brother: Can you get the ball down for me?
 Ali: Yes, of course.
- Teacher: Why were you absent yesterday?
 Student: I was sick.
- Policeman: Where is your shop?
 Shopkeeper: It's on the main street.
- Policeman: Is the thief thin or stocky?
 Shopkeeper: He is stocky.
- Policeman: What is he wearing?
 Shopkeeper: A black coat and hat.
- Policeman: Will you be able to recognize him later? (recognize = *reconnaître*)
 Shopkeeper: Yes.

*After certain common verbs like *say, tell, think, know, and believe*, we often omit *that*. For example:
 She said she would be there.

3. Review of Two-Word Verbs

Exercise B-4: Practicing Two-Word Verbs

Replace each (X) with one word. Use the two-word verbs below. Remember to put them in the correct tense.

check on	bring up	lift up	get off	throw down
turn down	leave out	look into	sit down	take off
call on	give up	cross out		

Example: He (X) smoking (X) in March.
He gave smoking up in March.

1. The president has (X) (X) the chiefs in every village, and his visits made them very happy. ■ 2. They told him to (X) the radio (X) because they wanted to sleep. ■ 3. Our teacher usually sends a student to (X) the wrong answers (X). ■ 4. The mayor promised to (X) (X) our problem. ■ 5. When you want to enter the mosque, you must (X) your shoes (X). ■ 6. The boy wants to (X) the table (X) and put it on his head, but he cannot. ■ 7. Issa (X) (X) on the floor and ate his food. ■ 8. After his father's death, his uncle had to (X) him (X). ■ 9. A lot of passengers (X) (X) the bus when they arrived in Ouagadougou. ■ 10. The director (X) (X) his teachers every day. ■ 11. He told them not to (X) any exercises (X). ■ 12. If you (X) your books (X), the teacher will punish you.

■ Fun and Games

1. Alphabet Game

Going around the room, Student 1 says, "My name is Ali and I come from Algeria and I have an antelope." The next student repeats the first student's sentence and makes a sentence for the letter B and this continues until Z. Repeat the game until all the students have had their turn.

2. A Poem

If your friend is hungry or thirsty,
Give him your share.
If your friend is in want of love,
Love him.
If your friend is in want of home and clothes,
Give him a cottage and clothes,
If your friend is lonely,
Keep him company.
If your friend is lying,
Silence him.

If your friend calls to you,
Listen to him.
If your friend is laughing,
Laugh with him.
If your friend is crying,
Cry with him.
If your friend is ill,
Fetch help.
If your friend dies,
Don't forget him.

CHAPTER NINE

How a Radio Works

Last year, some students from a middle school in the capital city asked Mr. Issa, an engineer who works at the radio station, to come and talk to them about radio. When he came, the director of the school welcomed him. After they had greeted each other, they went to the classroom where the students were waiting for them. Then, the director introduced Mr. Issa who began his lecture.

Mr. Issa: Good morning, everyone. Many people find radio difficult to understand, so I'll try to be very clear. Please, don't be afraid to ask questions. That's why I'm here.

First, tell me, you've all listened to the radio, haven't you?

Students: Yes! Yes!

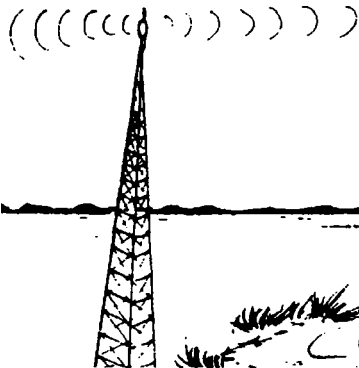
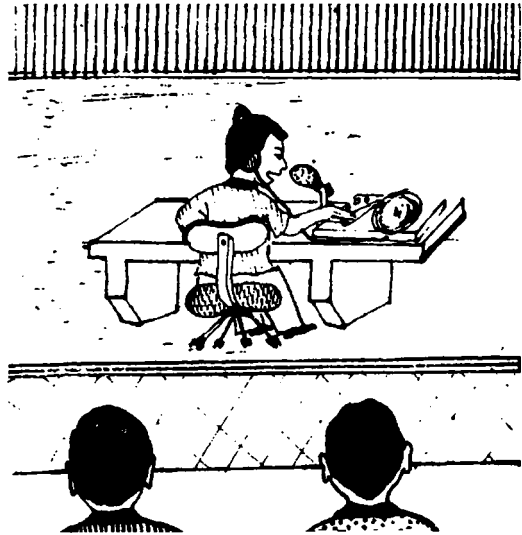
Mr. Issa: Good! The transmission of a radio program is called **broadcasting**. The voice of a disc jockey and the music that you hear, come to you through the air. This is possible because **radio waves**, which carry voices and music, travel at the speed of light. Who knows how fast that is?

Alio: That's two hundred ninety-seven thousand, six hundred kilometers a second!

Mr. Issa: That's right. And that is very, very fast.

Now, the radio waves carry the information in the form of electrical signals. We call them **carrier waves** because they carry the information. The transmitter sends a powerful carrier wave out into the air from a **broadcasting antenna**.

Sani: Excuse me for interrupting you, but I'd like to know more about antennas.



Mr. Issa: Well, you need to know about two kinds of antennas. The first kind is a broadcasting antenna. This is usually a tall tower. The radio carrier waves spread out in all directions from the broadcasting antenna.

Mariama: What about the other kind of antenna?

Mr. Issa: The second kind of antenna is a **receiving antenna**. Every radio has one. The signals on the carrier wave are very weak, and we need a receiving antenna to pick them up.

Fati: So antennas are very important.

Mr. Issa: Oh, yes. Now here is the problem: The antenna on a radio receives all the waves that come to it.

Question: When you listen to the radio at night, how many different stations are there?

Fatima: Many, from many different countries.

Mr. Issa: That's right. There are hundreds of different stations broadcasting, but how many can you listen to at one time?

Kanta: Just one.

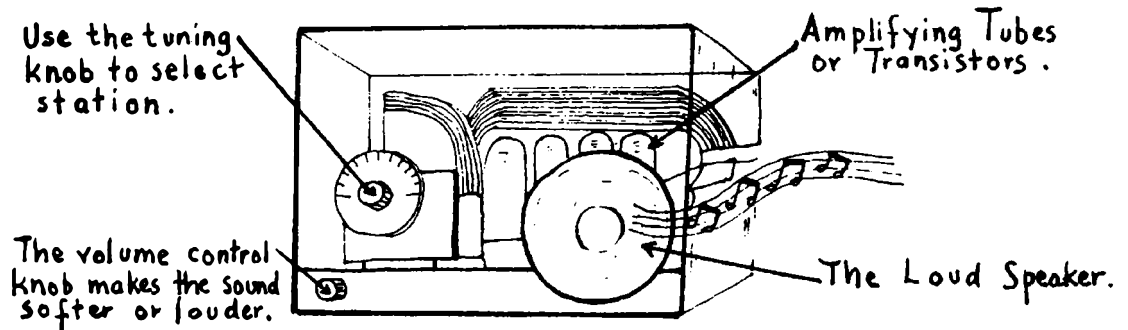
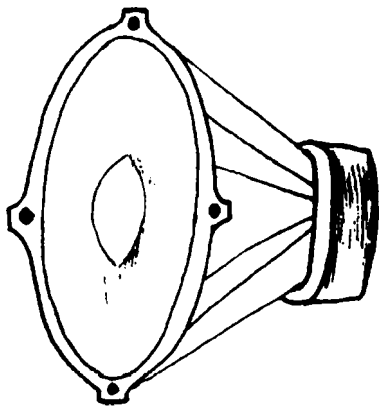
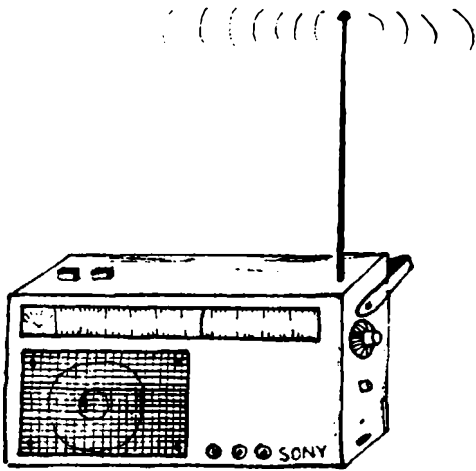
Mr. Issa: That's right. So the radio needs to select the signals that you want. The **tuner** is the part of the radio that you use to select the wavelength of the station that you want.

Fatou: But how can we hear the radio program?

Mr. Issa: When the signal leaves the carrier wave, it is very weak, and it goes to the **amplifier**. There, **transistors** amplify the signals. Finally, this **amplified current** goes to the **loud-speaker**.

Moussa: Would you please explain to us how a loud-speaker works? I asked my father, but he couldn't explain it.

Mr. Issa: That's not your father's fault. He probably didn't study that in school. Anyway, a loud-speaker has a **paper diaphragm** which is attached to an **electromagnet**. As the current's strength varies with the signals, the electromagnet pulls the diaphragm back and forth. The vibrating diaphragm sends out **sound waves** to your ears, and you hear the radio program.



And all of this, from the studio microphone to your radio, takes the smallest fraction of a second.

Sifou: The smallest fraction of a second?

Mr. Issa: Yes! Remember, radio waves travel as fast as light.

Well, I think I'll stop here for today because I have to go back to work. Thank you for inviting me today. You've been very attentive.

Director: Thank you very much for coming. We've learned a lot this morning, and we're looking forward to seeing you again.

Mr. Issa: You're welcome. Goodbye!

Exercise 9-1: Answering Questions on the Text

Answer the following questions with complete sentences.

1. Who did the students invite? ■ 2. Why did they invite him? ■ 3. What was the lecture on? ■ 4. What is broadcasting? ■ 5. How does the voice and music come to us? ■ 6. What is a broadcasting antenna? ■ 7. What is the difference between the broadcasting antenna and the receiving antenna? ■ 8. In what form is the signal when it leaves the carrier wave? ■ 9. What is the function of transistors in a radio? ■ 10. How long does it take for a radio program to come to your ears from the studio microphone? ■ 11. Why do we listen to the radio? ■ 12. Which do you prefer: radio or television? Why?

Exercise 9-2: Making Questions About the Text

Make questions for the following answers.

1. At the radio station. ■ 2. At the speed of light. ■ 3. Because the signals are very weak. ■ 4. The tuner is. ■ 5. With transistors. ■ 6. The vibrating diaphragm does. ■ 7. No, it takes only the smallest fraction of a second.

■ Vocabulary

an amplifier

an antenna

to broadcast (broadcast, broadcast)

an engineer

a loud-speaker

a speed

a tuner

a wave

Exercise 9-3: Practicing the New Vocabulary

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

Example: There is an electromagnet in a (X).
There is an electromagnet in a loud-speaker.

1. A station in the capital (X) programs around the country. ■ 2. The (X) in the radio station controls the machines. ■ 3. The (X) on a radio receives all the signals that come to it. ■ 4. There are many things that travel in (X), for example: light, sound, and radio signals. ■ 5. The (X) in a radio permits you to select one station. ■ 6. The (X) in a radio makes the signals stronger. ■ 7. Hamani can run with great (X); in fact, he is the fastest runner on the football team.

■ Pronunciation

Review of Third Person Singular Verbs

Go over the pronunciation of these groups of verbs with your teacher. The slash marks // refer to pronunciation.

/s/

I work - he works
I fight - he fights
I stop - he stops
I cook - he cooks
I send - he sends

/iz/

I watch - he watches
I box - he boxes
I fish - he fishes
I fix - he fixes
I use - he uses

/z/

I hold - he holds
I try - he tries
I explain - he explains
I daydream - he daydreams

Special Cases

I go - he goes
I do - he does
I have - he has

Exercise 9-4: Practicing Pronunciation of Third Person Singular Verbs

Student 1 asks Student 2 a question. Student 2 answers the question paying special attention to the pronunciation of the verb.

Student 1: Look! Mariama is

working in the shop.
fighting with Alio.
watching TV.
using a knife.
fishing.
cooking.
enjoying the movie.
explaining the lesson.
going to Lagos.
doing her homework.
daydreaming.

Student 2: Why does that surprise you? She often _____.

Example: Student 1: *Look! Mariama is using a knife.*
Student 2: *Why does that surprise you? She often uses a knife.*

■ Function

Asking for Information

Sabo lives in Nlamey. He wants to go to Zinder to see his parents. He wants to go by bus, but he does not know anything about the bus service. He goes to the bus station to get information.

Sabo: Good morning. **Could you please tell me** when I can get a bus to Zinder?

Agent: Well, there are buses on Wednesdays, and Saturdays at seven o'clock.

Sabo: Thank you. **Could you also tell me** how much the ticket to Zinder is?

Agent: It costs six thousand francs.

Sabo: Thank you very much.

■ **Ways to Ask for Information**

- I would like to know...
Can you please tell me...
Do you know...
- Can you help me? I'm trying to find out...
Could you please tell me...

Note: With the expressions above, you make indirect questions.
Direct question: How much **is the ticket** to Zinder?
Indirect question: Can you tell me how much the **ticket** to Zinder **is**?

Exercise 9-5: Working in Pairs
Use the following bus schedule to practice asking for information. First, Student 1 asks the questions and Student 2 answers. Second, the two students exchange roles.

Bus Schedule		
Bus Number	Leaves	Arrives
1	Kanô - 10 am	Ibadan - 7 pm
2	Kano - 11 am	Maiduguri - 8 pm
3	Jos - 8 am	Lagos - 5 pm

Example:
Student 1: *I would like to know which bus is the first one to Ibadan.*
Student 2: *Bus Number 1 is the first to leave.*
Student 1: *Could you tell me when it leaves?*
Student 2: *It leaves at 10 am.*
Student 1: *Do you know when it arrives in Ibadan?*
Student 2: *Certainly. It arrives in Ibadan at 7 pm.*

■ **Expansion**

1. Word Families

Noun	Verb	Adjective	Antonym	Adverb
a suspicion	to suspect	suspicious	unsuspecting	suspiciously
—	—	certain	uncertain	certainly
an improvement	to improve	improved	unimproved	—
an explanation	to explain	explainable	inexplicable	—
electricity	to electrify	electric / electrical	—	electrically
a signal	to signal	signal	—	—
a nutritionist / nutrition	—	nutritious	unnutritious	—

Exercise 9-6: Practicing Word Families
Rewrite the sentences using the correct form of the word in parentheses.

Example: Encyclopedia Brown (suspicion) that Mr. Dillon was lying.
Encyclopedia Brown suspected that Mr. Dillon was lying.

1. I did not understand the problem, so I asked my brother to (explanation) it to me. ■ 2. A radio antenna receives a lot of (to signal) from a broadcasting antenna. ■ 3. There is no (electric) in our village. ■ 4. Ali wants to make friends with an American in order to (improved) his English. ■ 5. It may rain today, but it is not (certainly). ■ 6. I have a (suspect) that Garba is a thief, but I cannot be sure. ■ 7. With vegetables and pounded peanuts, our food will be more (nutrition).

2. False Cognates

French

ignorer - to be unaware of; not to know

intoxiqué - poisoned

lecture - reading

librairie - bookstore

magasin - shop, store

English

ignore (*ne tenir aucun compte de*) - refuse to pay attention to

intoxicated (*ivre*) - drunk

lecture (*conférence; exposé*) - a talk on a certain subject

library (*bibliothèque*) - a collection of books and references

magazine (*périodique*) - a periodical containing stories and pictures

Exercise 9-7: Using the New False Cognates

Replace the (X) in each sentence with the best word from the following list. Remember to put the word in the correct form. You will need to repeat some of the words.

ignore

intoxication

lecture

library

magazine

Example:

The (X) that Mr. Issa gave yesterday was good.

The lecture that Mr. Issa gave yesterday was good.

1. The history teacher (X) me yesterday when I raised my hand to ask a question, so I still don't know the answer. ■ 2. The school (X) does not have many books. ■ 3. The police stopped him because he was driving his car while (X). ■ 4. You cannot borrow more than two books from the (X). ■ 5. My brother likes reading (X). ■ 6. If you drink too much beer, you will be (X). ■ 7. The history teacher gives very long (X).

Grammar

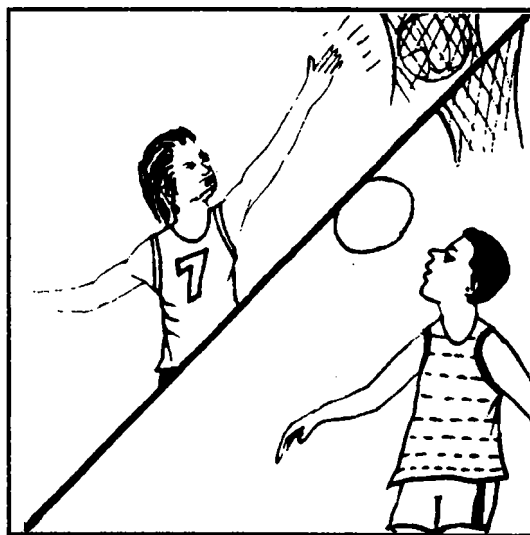
1. But

Examples

a. Mariama is good at basketball, **but** Alio is not.

or

Alio is not good at basketball, **but** Mariama is.



b. Elephants do not eat meat, **but** lions do.

c. Imal got a good grade, **but** Rabi **did not**!

Exercise 9-8: Completing Sentences with But
Complete each sentence truthfully using the structure presented above.

- Examples:**
- a. The Atlantic is an ocean, (the Mediterranean)
The Atlantic is an ocean, but the Mediterranean is not.
 - b. Lizards cannot swim, (fish)
Lizards cannot swim, but fish can.

1. Milk is nutritious, (soft drinks) ■ 2. A rich man can buy a car, (a poor man) ■ 3. Nigeria is not far from Niger, (The United States) ■ 4. Burkina is a Sahelian country, (Kenya) ■ 5. A good player can score goals, (a bad player) ■ 6. People are able to speak, (animals) ■ 7. Radio waves move at the speed of light, (sound waves).

Exercise 9-9: Interviewing Students and Writing True Sentences About Them
Follow the steps below.

Step 1: Ask two classmates all the questions below and record the answers in your exercise book.

Question number	Alio	Fati
1	No	Yes
2	Yes	No
3	No	No
4	No	Yes
5	Yes	Yes
6	Yes	Yes

- Example:** Souley: Have you ever ridden a camel, Alio?
Alio: No, I haven't.
Souley: Have you, Fati?
Fati: Yes, I have. Lots of times!
Souley: (records the answers)

Step 2: After asking both classmates all the questions and recording their answers, write true sentences about them with *too*, *but*, or *either*.

Example: Fati has ridden a camel, but Alio has not.

Questions:

1. Did you go out dancing last night? ■ 2. Will you visit your village tomorrow? ■ 3. Have you ever been to Sokoto? ■ 4. Are you good at English? ■ 5. Can you speak Hausa well? ■ 6. Do you understand everything in math class? ■ 7. Are you fifteen? ■ 8. Did you do your English homework yesterday? ■ 9. Have you seen your science teacher yet today? ■ 10. Will you come to school next Saturday?

2. Direct and Indirect Objects

Group 1: Verbs like Give

Note: In this presentation, **i.o.** = indirect object and **d.o.** = direct object.

Structure	Example
Ⓐ: i.o. + d.o.	Moon's mother gave Sun some poisoned rice .
Ⓑ: d.o. + to + i.o.	Moon's mother gave some poisoned rice to Sun .

Explanation:

There are two correct structures with the verb *give*:

Structure Ⓐ: i.o. + d.o.

Structure Ⓑ: d.o. + to + i.o.

Examples of Other Verbs Like Give:

bring	offer	sell	teach
lend	pay	send	write
mail	read	take	

a. He brings ^{d.o.} kola ^{i.o.} nuts **to his friend**.

or
He brings ^{i.o.} his friend ^{d.o.} kola nuts.

b. Chief Brown read ^{d.o.} the report ^{i.o.} **to Encyclopedia Brown**.

or
Chief Brown read ^{i.o.} Encyclopedia Brown ^{d.o.} the report.

Group 2: Verbs like Explain

Structure	Example
Ⓑ: d.o. + to + i.o.	The teacher is explaining the problem to the class .

Explanation:

There is one correct structure with the verbs like *explain*:

Structure Ⓑ: d.o. + to + i.o.

Examples of Other Verbs Like Explain

introduce	say	speak
-----------	-----	-------

a. The director introduced ^{d.o.} Mr. Issa ^{i.o.} **to the students**.

b. Yahaya said ^{d.o.} thank you ^{i.o.} **to Mariatou**.

Group 3: Verbs like Ask

Structure	Example
Ⓐ : i.o. + d.o.	Encyclopedia asked his father a question.

Explanation:

There is one correct structure with the verbs like *ask*:

Structure Ⓐ: i.o. + d.o.

Examples of Other Verbs Like Ask

tell cost save charge

- a. The gifts cost ^{i.o.} **Sani** ^{d.o.} **2000 francs.**
- b. The doctor charged ^{i.o.} **the sick man** ^{d.o.} **1500 francs.**

Group 4: Verbs like Make

Structure	Example
Ⓐ : i.o. + d.o.	The man made his son a small drum.
Ⓒ : d.o. + for + i.o.	The man made a small drum for his son.

Explanation

There are two correct structures for verbs like *make*:

Structure Ⓐ: i.o. + d.o.

Structure Ⓒ: d.o + **for** + i.o.

Examples of Other Verbs Like Make

build do get buy find cook

- a. Mother cooked a wonderful ^{d.o.} **meal** ^{i.o.} **for Uncle Hassan.**
- or**
- Mother cooked ^{i.o.} **Uncle Hassan** ^{d.o.} **a wonderful meal.**
- b. I will get ^{d.o.} **a glass** ^{i.o.} **for Uncle Hassan.**
- or**
- I will get ^{i.o.} **Uncle Hassan** ^{d.o.} **a glass.**

Group 5: Verbs like Repair

Structure	Example
Ⓒ : d.o. + for + i.o.	The man repaired the bicycle for me.

Explanation:

There is one correct structure with verbs like *repair*:

Structure ©: d.o. + **for** + i.o.

Examples of other verbs like repair

change fix open close prescribe

a. The doctor prescribes ^{d.o.} **medicine** ^{i.o.} **for sick people**.

b. Please open the ^{d.o.} **door** ^{i.o.} **for the old man**.

Exercise 9-10: Making Sentences with Direct and Indirect Objects

Write sentences in the past tense with each verb below. In each sentence, *Alio* will be the subject. Something will be the direct object, and *Mariama* will be the indirect object. Write one sentence if only one is possible and two if two are possible. When you finish, you should have fifteen sentences.

Examples:

a. give

Alio gave something to Mariama.

Alio gave Mariama something.

b. prescribe

Alio prescribed something for Mariama.



1. explain ■ 2. sell ■ 3. find ■ 4. open ■ 5. read ■ 6. send ■ 7. make ■ 8. buy ■ 9. tell

Exercise 9-11: Translating French into English

1. Les chiens mangent de la viande, et les lions aussi. ■ 2. Je travaille bien à l'école, mais pas ma sœur. ■ 3. Ali ne fume pas, et il ne boit pas non plus. ■ 4. A qui est ce poste de radio récepteur? Il est à moi. ■ 5. Les hommes peuvent penser, mais pas les animaux. ■ 6. Moussa a un téléviseur, mais il n'a pas d'argent. ■ 7. Les élèves ont demandé à l'ingénieur de venir. ■ 8. Ce qui fait marcher un poste de radio n'est pas un mystère. ■ 9. Le championnat de lutte a lieu tous les deux ans. ■ 10. Peux-tu me dire quand le car part pour Zinder?

■ Listening Comprehension

Exercise 9-12: Answering Questions

Choose the best answer in each item. Do not write in this book!

1. At school Kader learned

a. about where to buy antennas.

b. about how to fix radios and televisions.

c. about getting a job in Nigeria.

d. about how a radio works.

2. Kader's father is confused because

a. he thinks you cannot learn about radios in English class.

b. Kader speaks English.

- c. Kader is talking about students in Nigeria.
 - d. the government is sending Kader to Nigeria.
3. Kader's father thinks that
- a. learning English is useful for radio mechanics.
 - b. you can learn to fix radios and televisions without learning English.
 - c. you can learn to fix radios and televisions in school.
 - d. you can learn about radios and televisions only in English classes.
4. When Kader finishes school he wants to
- a. be an English teacher.
 - b. move to Nigeria.
 - c. study in Nigeria, then work with his father.
 - d. watch television every day.

■ Writing _____

Review of Reported Speech

Exercise 9-13: Putting the Comic Strip into Reported Speech

Follow the steps below.

Step One: Look back at the comic strip (comic strip = *bande dessinée*) on page 94.

Step Two: Read.

On May 16, 1988, the shopkeeper that the thief had held up two days before, went to the courthouse (courthouse = *palais de justice*). When he arrived, the judge, the police officer, and the prisoner were ready to begin.

Step Three: Complete the Dialogue.

Important: Each character says only **one** sentence or question at a time.

Important: Use correct punctuation. See page 29.

1. The judge asked the shopkeeper, "Where were you at 5:43 on May 14?"
2. The shopkeeper said, "_____."
3. The judge asked the shopkeeper, "What did the prisoner do?"
4. The shopkeeper said, "_____."
5. The prisoner exclaimed, "_____!"
6. The judge told the prisoner, "_____."
7. The prisoner said, "I just wanted to buy some cloth."
8. The judge asked him, "Do you always carry a gun when buying cloth?"
9. The prisoner said, "_____."
10. The judge asked the officer, "Did the prisoner have a gun?"
11. The officer answered "_____."
12. The judge told the prisoner, "You will have to _____."
13. The prisoner said, "Please _____."
14. The judge said, "That is the law!"

Step Four: Give your dialogue to your teacher.

Finally: When you get your dialogue back, change it into reported speech. The first item is done for you.

The judge asked the shopkeeper where he had been at 5:43 on May 14...

CHAPTER TEN

The Beat of the Drum

Drums are an important part of life in all countries of Africa. Drums are a part of African weddings, funerals, and other ceremonies. Different tribes have different kinds of drums and different customs. The Ibos are a tribe in eastern Nigeria. Although there are many instruments, it is the drum that is the most important to Ibo music. Drums are important at most social occasions. Any occasion, a funeral, marriage, or naming ceremony, is unimaginable without the drum. These social ceremonies are built around the drums. The various rhythms and accents of the drums direct the movement of dancers and excite them to a frenzy.

Many African drummers learn their art as small children. For example, a boy from the Dagomba tribe, a group that lives in the northern part of Ghana, gets his first drum when he is three years old. Usually it is small and simple — a tin can which is covered by a skin. When he gets older, a boy helps his father plant crops on the family farm. Sometimes, special tree houses are built on the fields and Dagomba boys sit there all day and beat on their drums to drive away any monkeys that might eat the crops.

The “talking drums” of Africa are known around the world. They are used on special occasions, like holidays and weddings. The talking drum the Dagombas use is called a *lunga*. It is



suspended from the shoulder of the drummer. When it is squeezed, the drum makes different sounds. The drum is sometimes beaten with the fingers or the hand, or sometimes with a stick. In this way the drum “talks”.

Dagomba children first learn to beat out the names of people in their families. Then they learn to beat out the names of all the chiefs in their tribe. Later on, they are able to beat out whole sentences and tell stories.

Dagomba drummers spend their whole lives learning the art of drumming. You cannot become a drummer for the tribe unless your father is one. Even so, it takes many, many years of hard practice.

Learning to drum is not all fun. Sometimes the teachers get angry with young drummers who are lazy. Many young drummers are hit on the head with heavy drumsticks, and they have the scars to prove it!



Dagomba children love music and dancing. One of the most popular dances is the *Atikatika*. The dancing is done by young boys from four to eight years old. Girls form a chorus to do the singing. Usually, special metal drums are used. They are played by boys from eight to ten years old. All the songs, music, and dance steps are made up by the kids. The songs often criticize certain leaders and tell of problems that need to be solved. Or the songs talk of "children's rights". Some adults get upset when they hear the "modern" music. Certain songs are forbidden, but the kids just go ahead and write more of the same. They speak out with their songs — and with their drums.



Adapted from *My Africa* by Mbonu Ojike

Exercise 10-1: Answering Questions on the Text

Answer these questions with complete sentences.

1. Do all tribes have the same kinds of drums? ■ 2. Give three examples of occasions when drums are used. ■ 3. When do African drummers learn the art of drumming? ■ 4. Describe a Dagomba boy's first drum. ■ 5. Why do Dagomba boys beat their drums on the family farm? ■ 6. How does a drummer play a talking drum? ■ 7. Can a Dagomba boy become a drummer if his father is not a drummer? ■ 8. Can you be a good drummer with only one year of practice? ■ 9. Why do teachers get angry with young drummers? ■ 10. Give three subjects the songs of the *Atikatika* discuss. ■ 11. Are some songs forbidden? Why?
12. Are drums a traditional part of your village life? On what occasions? ■ 13. According to tradition, who can become a drummer in your village? Do you agree with this tradition? ■ 14. Should songs which criticize leaders or tell of problems be allowed or forbidden by society?

Exercise 10-2: Making Questions About the Text

Make questions for these answers.

1. The drum. ■ 2. In northern Ghana. ■ 3. By squeezing it. ■ 4. They call it a *lunga*. ■ 5. Three years old. ■ 6. The young boys from four to eight years old. ■ 7. Because they criticize leaders and tell of problems.

■ Vocabulary

to beat (beat, beaten)
to criticize

to forbid (forbade, forbidden)
a frenzy

a scar
to squeeze

Exercise 10-3: Practicing the New Vocabulary

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

Example: The man cut himself with his knife two years ago, and he has a small (X) now.
The man cut himself with his knife two years ago, and he has a small scar now.

1. When Mariama (X) her brother, he got angry and left the house. ■ 2. He is in a (X) because he cannot find his radio. ■ 3. Our team has never (X) that other team. They always win. ■ 4. If your shirt is very wet (=mouillé), you can (X) some of the water out. ■ 5. When the child was small, his mother (X) him to play with fire.

Pronunciation

Regular Plurals - Review

Remember that we pronounce the plural ending in English in different ways.
Go over these plurals with your teacher.
(The slash marks // refer to pronunciation, not spelling.)

Plurals with /iz/

a lioness - some lionesses
a suitcase - some suitcases
a purse - some purses
a dance - some dances
a horse - some horses

Plurals with /z/

a sister - some sisters
a field - some fields
a ceremony - some ceremonies
a custom - some customs
a drum - some drums

Special Cases

a house - some houses /iz/
a bath - some baths /z/

Plurals with /s/

a crop - some crops
an instrument - some instruments
a student - some students
a paragraph - some paragraphs

Plurals with /vz/

a knife - some knives
a shelf - some shelves (shelf = rayon)
a scarf - some scarves

Plurals with /fs/

a chief - some chiefs
a roof - some roofs

Exercise 10-4: Practicing Regular Plurals

Fatimou's sister has more of everything and does more of everything than Fatimou. Read the sentence about Fatimou out loud. Then make a new sentence about her sister, changing the underlined word to the plural. Pronounce the plurals correctly.

Example: Fatimou has one purse.
Her sister has seven purses.

1. Fatimou saw one movie. ■ 2. Fatimou has one scarf. ■ 3. Fatimou has lived in one house.
■ 4. Fatimou takes one bath every day. ■ 5. Fatimou can play one game. ■ 6. Fatimou has ridden one horse. ■ 7. Fatimou has met one chief. ■ 8. Fatimou's house has one roof.
■ 9. Fatimou's books are on one shelf. ■ 10. Fatimou went to one dance last month.
■ 11. Fatimou has one assistant at her job. ■ 12. Fatimou can write one paragraph in ten minutes.

1. Useful Phrases

go ahead (*allez-y*):

Go ahead and leave. I will finish the work.

more of the same (*encore la même chose*):

Ali is drinking a Coke. Mamane is drinking a Sprite. Garba is drinking a Fanta. They tell the waitress: "Bring **more of the same**."

to prove it (*pour le prouver*):

Ali just won the lottery and he has the new car **to prove it**!

to spend one's whole life (*passer toute sa vie*):

Some people do not travel anywhere. They **spend their whole lives** in the same village.

Exercise 10-5: Practicing Useful Phrases

Complete the sentences with the useful phrases above. Replace each (X) with one word.

Example: (X) (X) and leave. I will finish the work.

Go ahead and leave. I will finish the work.

1. Salif and Mamane are drinking Fanta. When they finish, they will ask their host to bring them (X) (X) (X) (X). ■ 2. He was attacked by a lion last year, and he has the scars (X) (X) (X). ■ 3. Safiatou asked the teacher if she could leave the room. The teacher said "(X) (X)." ■ 4. The policeman was coming, but the thief (X) (X) and held up the shopkeeper. ■ 5. Amina said that she did not kill her husband, but she was not able (X) (X) (X). ■ 6. The boy could not get a good job because he (X) (X) (X) (X) dancing. ■ 7. Zali ate pounded yam in a restaurant a few minutes ago. On her way back home, she entered another restaurant to order (X) (X) (X) (X).

2. Two-Word Verbs

New Separable Two-Word Verbs

beat out (*battre*):

The praise giver **beat** the name of the new baby **out** on his drum.

drive away (*chasser*):

The young boy **drove** all the goats **away** from the garden.

spread out (*étaler, se répandre*):

He **spread** the papers **out** on the table.

send out (*émettre*):

The transmitter **sends** a carrier wave **out** into the air.

New Non-Separable Two-Word Verbs

speak out (*s'élever contre quelque chose*):

Nelson Mandela **speaks out** against apartheid.

look forward to (*être impatient de*):

It's June 15th and most students are **looking forward to** their vacation.

Exercise 10-6: Using Pronouns with Two-Word Verbs
Replace the underlined words in each sentence with pronouns. Make all necessary changes.

Example: The loudspeaker sends out sound waves to our ears.
 The loudspeaker sends them out to our ears.

1. The women spread out the millet on a mat after washing it. ■ 2. People should speak out against injustice. (injustice = *injustice*) ■ 3. The student is looking forward to going on a study trip. ■ 4. The young boy drove away all the animals. ■ 5. The station sends out radio programs all over the world. ■ 6. He spread out the papers on the table. ■ 7. The transmitter sends out a carrier wave.

■ Grammar _____

Passive Voice

■ **Passive in the Present Tense**

Examples

What do farmers **do**?

└─ **Active Voice**

- a. Farmers plant millet in June.



What **happens to** millet?

└─ **Passive Voice**

Millet is planted in June.

- b. Farmers harvest millet in September.



Millet is harvested in September.

More Examples of the Passive Voice

	Subject	+	Be	+	Past Participle	(+Complement)
c.	English		is		spoken	in many countries.
d.	Crafts		are		made	by craftsmen.
e.	I		am		surprised.	

Interrogative Examples

- f. Is millet **planted** in June?
- g. Are beans **harvested** in September?

Negative Examples

- h. Tomatoes **are not planted** in June.
- i. Rice **is not harvested** in September.

Note: In French, the passive voice is sometimes translated using **on**.
Example: Millet is planted in June.
(On sème le mil en juin.)

The Passive of Two-Word Verbs

Examples

- a. **Active Voice:** The experts **looked at** the picture.
Passive Voice: The picture **was looked at** by the experts.
- b. **Active Voice:** The secretary **picks up** the letters every day.
Passive Voice: The letters **are picked up** by the secretary every day.

In the passive voice, just like the active voice, you must include the second word of two-word verbs.

Exercise 10-7: Recognizing Passive and Active Voice Sentences

Listen to the sentence your teacher reads. If the sentence is in the active voice, hold up one finger. If the sentence is in the passive voice hold up two fingers.

- Examples:**
- a. The teacher reads: Farmers grow millet in Niger.
The student holds up one finger - active voice.
 - b. The teacher reads: Millet is grown in Niger.
The student holds up two fingers - passive voice.

The By Phrase

Examples

Active Voice: **People** wear beautiful clothes in Africa.
Passive Voice: Beautiful clothes are worn **by people** in Africa.
or
Beautiful clothes are worn in Africa.

Explanation:

In many passive sentences, the *by* phrase (by people) is not necessary. In the example above we know only people wear clothes, so we do not need the *by* phrase.

Exercise 10-8: Omitting Unnecessary By Phrases

Read each sentence. Omit the *by* phrase if it does not contain important information.

Examples:

- a. French is spoken by people in many countries.

French is spoken in many countries.

- b. That bowl was made by an old man in Kano.

The by phrase is necessary. No change.

1. The crops were eaten by insects. (insect = *insecte*) ■ 2. The homework was corrected by the teacher. ■ 3. Lions are often seen by visitors in Park W. ■ 4. I was punished by the director. ■ 5. Schoolbags are used by students to carry books. ■ 6. That book was written by a famous author. ■ 7. Aid is given by many foreign countries.

Exercise 10-9: Writing Passive Sentences in the Present Tense

Write each sentence. Put the verb in the passive voice by using *is*, *are*, or *am* and the past participle of the verb in parentheses.

Example:

Millet (grow) in many Sahelian countries.

Millet is grown in many Sahelian countries.

1. The marriage (arrange) by the parents. ■ 2. The family (tell) of the marriage. ■ 3. Money (give) to the young woman's father. ■ 4. The money (use) to buy things for the new home. ■ 5. The day of the ceremony, drums (beat) to announce the marriage. ■ 6. Gifts (bring) to the children. ■ 7. The guests (welcome) by the host. ■ 8. Kola nuts (offer) to the guests. ■ 9. Prayers (say) to bless the marriage. ■ 10. The rice (wash) and (prepare) for dinner. ■ 11. The food (serve) after the ceremony. ■ 12. A bowl of water (pass) around after dinner.

Passive in the Past Tense

Examples

What did the thief **do** yesterday?

→ **Active Voice**

- a. She stole the radio.



What **happend** to the radio yesterday?

→ **Passive Voice**

It was stolen.

- b. She sold it to a man in the market.



It was sold to a man in the market.

More Examples of the Passive Voice

	Subject	+	Was / Were	+	Past Participle	(+Complement)
c.	The radio		was		stolen.	
d.	Many radios		were		stolen	last year.

Exercise 10-10: Writing Passive Sentences in the Past

Write each sentence. Put the verb in the past tense passive voice by using *was* or *were* and the past participle.

Example: Senghor (elect) in 1948.
Senghor was elected in 1948.

1. A dance (organize) last Saturday night. ■ 2. Those houses (build) by my uncle. ■ 3. The thief (take) to jail. ■ 4. We (tell) to come at nine o'clock. ■ 5. The elephants (drive) away from the town of Madarounfa. ■ 6. Slaves (take) from many West African countries. (slave = *esclave*) ■ 7. Moumouni (train) at the School of Mines in Agadez. ■ 8. The cow (hit) by a truck. ■ 9. The letter (send) yesterday. ■ 10. Amina (please) to hear of Zara's marriage. ■ 11. For the first time, a girl (choose) as class president. ■ 12. The money (borrow) two months ago.

Exercise 10-11: Practicing the Passive Voice

Write each sentence. Replace the (X) with the best verb from the list below. Put it in the passive voice — past or present. Use each verb only once.

build burn eat erase find grow put sell spend

- Examples: a. The blackboard (X) every day after class.
The blackboard is erased every day after class.
b. All the money (X) before the vacation began.
All the money was spent before the vacation began.

1. A new school (X) in my village two years ago. ■ 2. Dinner (X) as soon as the men return from the fields. ■ 3. Hats (X) on baby's in the cold season. ■ 4. Coffee and cocoa (X) in the tropical regions of West Africa. ■ 5. Vegetables from the school garden (X) and the money was used to buy new sports equipment. ■ 6. The small girl (X) when she fell into the fire. ■ 7. Ali lost his keys. They (X) by a trader in the market.

Changing Active to Passive Voice

Example

Active Voice: People **eat** rice in Chad.

Passive Voice: Rice **is eaten** in Chad.

To change active to passive voice follow the steps below.

Step One: Exchange the subject and object.
Active: **People** eat **rice** in Chad.
Passive: **Rice** _____ by **people**.

Step Two: Put the verb *be* in the same tense as the verb in the original sentence.
Active: People **eat** rice in Chad.
eat = present tense
be — present tense = *is*
Passive: Rice **is** _____ by people.

Step Three: Write the past participle of the verb.

Active: People **eat** rice in Chad.

Passive: Rice is **eaten** by people.

Step Four: Add other information. Omit the *by* phrase **if it does not contain important information.**

Passive: Rice is eaten by people in Chad.

or

Rice is eaten in Chad.

Another Example

Workers built the bank in 1980.

Step One: The bank _____ by workers.

Step Two: The bank was _____ by workers.

Step Three: The bank was built by workers.

Step Four: The bank was built (by workers) in 1980.

Exercise 10-12: Changing Sentences to the Passive Voice

Change each sentence to the passive voice. Omit the *by* phrase.

Example: We read books in the library.
Books are read in the library.

1. People write many songs about love. ■ 2. Muslims built the mosque of Agadez more than three hundred years ago. ■ 3. A Dagomba boy makes a drum from a tin can and a skin. ■ 4. My father sent me to school. ■ 5. The millet farmers planted their crops in June last year. ■ 6. People save wood by using improved cookstoves. ■ 7. Ali turned on the radio. ■ 8. They saw the thief running into the bush. ■ 9. The women carry water from the well. ■ 10. The Dagombas call this drum a *lunga*. ■ 11. The young boy drove all the goats away from the garden. ■ 12. We took the cows to the market to be sold.

Exercise 10-13: Using Active and Passive Verbs

Put the verb in parentheses in the active or passive voice. Use the present or past tense.

- Examples:**
- a. That woman (steal) my radio yesterday.
That woman stole my radio yesterday.
 - b. Many trees (cut down) for firewood every day.
Many trees are cut down for firewood every day.

- Many people in Africa (1. eat) kola nuts. ■ They (2. grow) in tropical Africa and (3. transport) to markets all over the continent. ■ Traditionally, people (4. offer) kola nuts to their guests. ■ The tradition of giving kola nuts (5. begin) a long time ago.
■ In the old days, when a guest came, the host (6. bring) out an old leather bag. ■ The bag (7. open) and a kola nut (8. take) out. ■ The host (9. touch) the kola nut with his lips then the nut (10. give) to his guest. ■ The guest was not afraid to eat the kola nut because he (11. know) that it was not poisoned.
■ Today people are not afraid of poisoning, but they still (12. practice) this tradition. ■ Kola nuts (13. break) and (14. share) with friends as a sign of good will (good will = *bonne volonté, bienveillance*).

Exercise 10-14: Translating French into English

Translate sentences five through ten using the passive voice.

1. L'homme qui habituellement lave nos habits est malade aujourd'hui. ■ 2. Je ne sais pas quand je retournerai à la maison. ■ 3. Mariama m'a dit qu'elle avait déjà fait son devoir. ■ 4. C'est le garçon dont la sœur est à l'hôpital. ■ 5. On écoute de la musique partout dans le monde. ■ 6. On parle l'anglais et le français au Cameroun. ■ 7. On me donne de l'argent quand je travaille bien à l'école. ■ 8. Tout l'argent fut dépensé au cours d'une grande cérémonie. ■ 9. Ces belles chaussures furent fabriquées au Musée National. ■ 10. Beaucoup d'arbres furent abattus l'an passé.

■ Writing

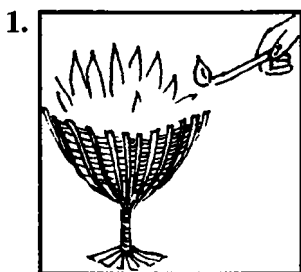
Describing how Tea is Made

Exercise 10-15: Writing in the Passive Voice

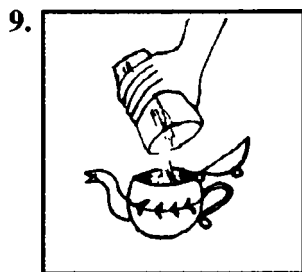
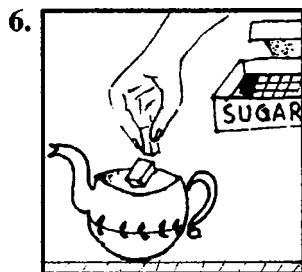
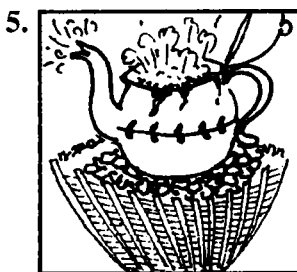
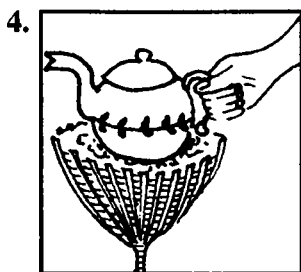
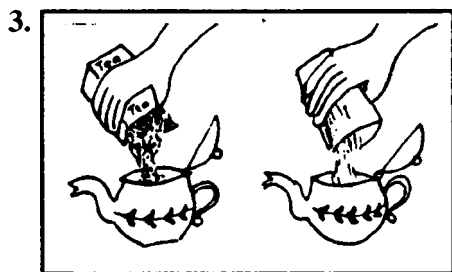
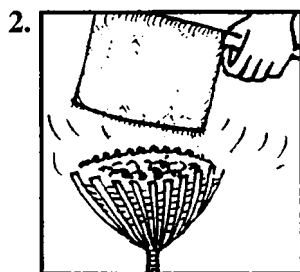
Follow these steps to write a paragraph about making tea.

Step One: The following pictures show how tea is made. Using the verbs below, write one passive sentence about each picture. Number 1 is done for you.

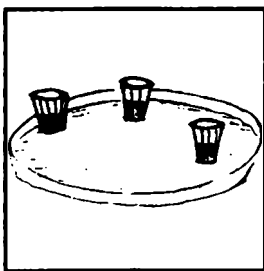
add	boil	cool	drink	fan	finish	pour
put	repeat	return	serve	start	thank	wash



A fire is started.



10.



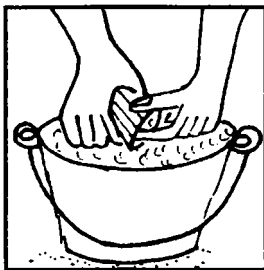
11.



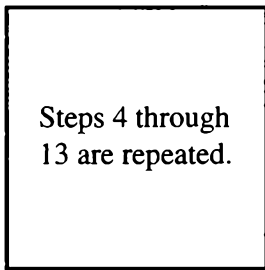
12.



13.



14.



15.



Step Two: Write an introduction. Begin with this sentence: *The following items are needed to make tea: green tea, sugar,...* Complete the list.

Step Three: Add quantities to your sentences. For example: *three glasses of water, twelve cubes of sugar, for ten minutes,...*

Step Four: Now, use these words in any order to connect your sentences: *then, first, after, until, when*. You may use some of them twice.

Step Five: Write a conclusion.

CHAPTER ELEVEN

Rakia's Marriage

Boukar and Ousmane arrived at Souley's house just as Souley and his son Yacouba were praying. The two visitors stood and waited at the door of the compound. Leaving Yacouba, Souley finally came, shook hands with them, and invited them to sit on a mat. The greetings went on and on. They then began a conversation that ranged from the day's activities to the present situation. It was Boukar who first brought the subject up:

"Souley," Boukar said in a soft voice, "the purpose of our visit is to name the date of the wedding of El Hadj Ari and your daughter Rakia."

"El Hadj Ari is well-known in the village, so he has plenty of friends that he wants to invite. He'll need at least two months to make all the preparations," added Ousmane.

After a quick thought, Souley replied, "I've already told you my decision, and it cannot be changed. My daughter will be at El Hadj Ari's house on the last day of this month. I'm sure she will be happy with the excellent husband that I have chosen for her."



Boukar and Ousmane remained silent and looked at each other. They knew that they could not argue with Souley. El Hadj Ari would have to accept his future father-in-law's decision, even though the two men had been friends all their lives.

In fact, the big question had not been about the date. The big question had really been whether or not Souley would force his beautiful young daughter to marry his old friend. Everybody in the village was talking about it, but few believed that Souley would change his mind.

Souley began to speak: "Do you remember when Omar's son married Issaka's daughter two years ago?"



"Yes, all the young people thought that it'd be a good marriage because they were in love," said Boukar.

"That's not what happened, however," added Ousmane. "Just two years later we heard that Issaka's daughter had left her husband and had gone to the big city. Her children haven't heard from her since."

"Her young husband permitted her to do whatever she wanted, and you see what happened," said Souley. "I'm sure that El Hadj Ari will never permit my daughter to do something like that. That's why I prefer him to any young man. He's a man with a good character."

There was a long silence. Boukar and Ousmane noticed that Souley's son, Yacouba, had finished his prayers and had been listening to the conversation. He did not look happy.

Boukar and Ousmane had nothing more to say, so they thanked Souley and set off for home. All their questions had been answered, and the news spread very quickly through the village.

That night, Souley and his family sat talking in their compound — except Rakia, who had stayed in her mother's hut. She knew what her father was going to announce at the family meeting and did not want to hear it. Souley told his family that he had finally set the date for Rakia's marriage to El Hadj Ari.

Rakia's mother spoke to her husband in a tender voice. "Rakia is not happy with the choice that you've made."

"Now I understand why I haven't seen her for a week," said Souley. "Why isn't she happy with the choice? I prefer El Hadj to any young man. My mind is made up. As her mother, it is your duty to teach and guide your daughter."

Yacouba could not stop himself. He said, "Rakia is an adult. Let her make up her own mind, please. She's been sobbing like a lost child for days."

"Yacouba," said the old man, "I promised Rakia to El Hadj Ari long ago. How can I change my mind now? It would be shameful."

"Mother!" shouted Yacouba, "Please do something! Father never listens to me."

"My son," she said, "it's up to your father. I cannot tell him what to do."

"Things have changed, Father," said Yacouba. "I don't understand why you want to force Rakia to share the same roof with a man that she doesn't love."

Souley replied in an angry voice, "Things haven't changed, but people have. They've changed a great deal!"

At that moment Rakia came out of the hut with eyes as red as hot pepper.

"Father," she said crying, "I don't like El Hadj. I beg you not to do this to me!"

Souley, angrier than ever, looked at Rakia and spoke: "Parents have always chosen husbands for their daughters. You are wasting your time. That is all."



Exercise 11-1: Answering Questions on the Text

Answer these questions with complete sentences.

1. What did the three men talk about? ■ 2. Why did Boukar and Ousmane come to Souley's?
- 3. Will Souley make his daughter marry El Hadj Ari? ■ 4. Why did Souley prefer El Hadj Ari to any young man? ■ 5. When will the marriage take place? ■ 6. Did Souley's family agree with his plan? ■ 7. Why was Rakia sobbing? ■ 8. Do you think Rakia will accept her father's choice? ■ 9. What did Yacouba advise his father not to do? ■ 10. What are your impressions of Rakia's father? ■ 11. What is your opinion of Souley's plan? ■ 12. Issaka's daughter left her family to go to the big city. Whose fault was it? Hers? Her father's? Her husband's?
13. Are you for or against parents choosing husbands for their daughters?

Exercise 11-2: Making Questions About the Text

Make questions for these answers.

1. The greetings did. ■ 2. Whether or not Rakia would marry El Hadj Ari. ■ 3. Unhappy.
- 4. That night. ■ 5. As red as hot pepper. ■ 6. Angrily. ■ 7. Parents did.

Vocabulary

to beg	to go on	shameful	to waste
a duty	to shake hands	to set off	a wedding

Exercise 11-3: Practicing the New Vocabulary

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

Example: Do not (X) water!
Do not waste water!

1. The farmer got up at 4:30 and (X) for his farm. He arrived there at 5:45. ■ 2. The children (X) Mr. Abdoulaye to tell them a story yesterday. ■ 3. People (X) when they see each other in the town. ■ 4. It is (X) to lie to your parents. ■ 5. A (X) is a marriage ceremony. ■ 6. The party started at 9:00 and (X) until 3:00 in the morning. ■ 7. One of a teacher's (X) is to present lessons to his or her class.

Pronunciation

More Contractions

Exercise 11-4: Practicing Contractions

Read these sentences out loud making all possible contractions. Remember: Contractions are always correct in speaking. They are never necessary in writing.

1. They have never lost a match. ■ 2. You do not need to fix it. ■ 3. What are they doing?
- 4. What had she done? ■ 5. Where is he going? ■ 6. This mango is sweet. ■ 7. They should not talk during the class. ■ 8. I would like to see the director. ■ 9. She had never seen one before. ■ 10. What are you doing? ■ 11. She has already eaten. ■ 12. Our team will surely win.

Word Families

Noun	Verb	Adjective	Antonym	Adverb
excitement	to excite	exciting	unexciting	excitedly
imagination	to imagine	imaginative	unimaginative	imaginatively
a thought	to think	thoughtful	thoughtless	thoughtfully
an ideal	to idealize	ideal	—	ideally
tenderness	—	tender	—	tenderly
love	to love	loving	unloving	lovingly

Exercise 11-5: Practicing Word Families

Rewrite the sentences using the correct form of the word in parentheses.

Example: Being a singer is surely an (excitement) job.
Being a singer is surely an exciting job.

1. You must remove any sad (thoughtful) from you mind. ■ 2. Can you (imagination) a better way to plant these trees? ■ 3. He (excitement) opened the package he had just received from New York. ■ 4. Parents should talk (tenderness) to their children. ■ 5. Mrs. Halilou is a very (love) mother. ■ 6. (Ideal), it starts raining in May in my country. ■ 7. It is a nice story about (lovingly).

Exercise 11-6: Reviewing False Cognates

Replace the (X) with the best word from the following list. Use each word only once.

actually	attend	deceive	assist	bless
defend	demand	infant	formidable	glass
ignore	intoxicated	lecture	library	magazine

Example: When you play, you must (X) people laughing at you.
When you play, you must ignore people laughing at you.

1. The (X) Mr. Issa gave about how a radio works, was very good. ■ 2. When the police stopped him, they (X) to see his papers. ■ 3. When he saw his (X) enemy, he quickly ran away. ■ 4. My friend gets (X) when he drinks more than one bottle of beer. ■ 5. I read an interesting (X) last week. ■ 6. A / An (X) is too young to ride a horse. ■ 7. I drank a (X) of milk this morning. ■ 8. The doctor needs somebody to (X) him with his patients. ■ 9. I am afraid the teachers are not going to (X) the meeting. ■ 10. The boy wants to (X) me, but I am more intelligent than he is. ■ 11. The teacher always tells his students to go to the (X) to read as many books as possible. ■ 12. The goalkeeper ran from one side of the goal to the other trying to (X) it.

1. Passive Voice with Modals

Examples

What can people do?



What can happen to millet?

Active Voice

a. People can eat millet in many forms.

Passive Voice

Millet can be eaten in many forms.

More Examples of the Passive Voice with Modals

	Subject	+	Modal	+	Be	+	Past Participle	(+Complement)
b.	Vegetables		should		be		washed.	
c.	Meat		must		be		cooked	very well.
d.	The project		will		be		completed	next year.

Exercise 11-7: Answering Questions in the Passive

Write a true answer to each question. Use the same modal as in the question. All answers must be in the passive voice.

- Examples:
- a. When will the national exams be given?
The national exams will be given in June.
- b. Why must meat be well cooked?
Meat must be well cooked to kill all the parasites.

1. Why must the dunes be held back? ■ 2. Who should be chosen to rule a kingdom?
- 3. When can the crops be harvested? ■ 4. What can be done to hold back the dunes?
- 5. Why should vegetables be washed? ■ 6. When will the next wrestling match be held?
- 7. Why must medicines be kept away from children? ■ 8. What can be eaten for lunch?
- 9. Who should be vaccinated? ■ 10. After a wrestling match, who will the prize be given to? ■ 11. When should the school be closed? ■ 12. Why must students' exercise books be checked?

Changing Active to Passive With Modals*

- Active: We must cook meat very well.
- Step One: Meat _____ by us.
- Step Two: Meat must be _____ by us.
- Step Three: Meat must be cooked by us.
- Step Four: Meat must be cooked very well.

* Review the four steps given on page 125.

Exercise 11-8: Changing Active to Passive

Change each active sentence to the passive. Omit the *by* phrase if it does not contain important information.

Example: Farmers should plant millet after the first rains.
Millet should be planted after the first rains.

1. Students must do their homework at home. ■ 2. Thieves can break down the door at night.
■ 3. The teachers should hold a meeting tomorrow. ■ 4. They can give injections at the hospital. ■ 5. We ought to help poor people. ■ 6. We will check the answers later. ■ 7. She may accuse an innocent man.

2. Few and Little

Examples with Little and A Little



- a. Hamidou has **a little** money. He's going to buy some peanuts. He is happy.
*He has **a little** money. (Il a un peu d'argent.)*



- b. Alio wants to buy a new shirt, but he has little money. He wishes he could buy it.
*He has **little** money. (Il a peu d'argent.)*

Explanation:

Both Hamidou and Alio have 100 francs. Example *b*, however, emphasizes that the quantity is really a very small quantity.

Examples with Few and A Few

- c. The lesson was more difficult than usual; the students had **a few** (= *quelques*) problems understanding it.
d. The lesson was not very difficult; the students had **few** (= *peu de*) problems understanding it.

Explanation:

In both examples *c* and *d*, the students had a small number of problems. Example *d*, however, emphasizes that the number of problems was really very small.

Exercise 11-9: *Using Few, A Few, Little, and A Little*
Replace the (X) in each sentence with *few, a few, little, or a little*.

Example: (X) trees grow in the middle of the desert because there is little water there.
Few trees grow in the middle of the desert because there is little water there.

1. (X) people believed he would complete the job because he was a lazy man. ■ 2. He has very (X) money; there is no way he can buy that bicycle. ■ 3. If you save (X) money every month, soon you will have a lot. ■ 4. It's all right to drink (X) bottles of Fanta every week, but you should not drink too much. ■ 5. Our French teacher smokes a cigarette every time he has (X) minutes to relax. ■ 6. Once there were many giraffes in Niger, but today very (X) can be found. ■ 7. The lion said that no member of the commission could be a man because men had (X) education. ■ 8. When Oumarou returned to Gassafa, he was unhappy to see that there were (X) trees where the forest had been. ■ 9. If you put (X) pepper in that sauce, it will be tastier. ■ 10. It is all right to exercise (X) when you are sick, but you should not play football. ■ 11. The man worked very quickly; in just (X) minutes he had repaired the bicycle tire. ■ 12. The lesson about the radio was difficult, so the students had (X) difficulty understanding it.

Exercise 11-10: *Translating French into English*

1. Le garçon lisait un livre quand le voleur entra. ■ 2. Les oignons devraient être semés en lignes. ■ 3. Nous lui avons dit de ne pas oublier son livre. ■ 4. La fille avait déjà fini le travail quand la pluie commença. ■ 5. S'il trouvait le directeur, il lui parlerait des résultats de l'examen. ■ 6. Deux voleurs ont été arrêtés hier par la police. ■ 7. Ce vieil homme habite ici depuis longtemps. ■ 8. Le maître nous a dit qu'il s'envolerait pour Paris la semaine prochaine. ■ 9. Peu d'arbres ont été plantés dans la cour de l'école l'année dernière. ■ 10. Les nomades prennent du thé tous les jours, mais pas les citadins.

■ **Writing** _____

A Paragraph About Rakia's Situation

Exercise 11-11: *Writing a Paragraph*
Follow the steps below.

Step One: Discuss what Rakia should do. Should Rakia marry El Hadj Ari? Why or why not? Give as many reasons as you can.

Step Two: Make a paragraph plan.

What Rakia Should Do

General Idea: Rakia should marry El Hadj Ari.
or
Rakia should not marry El Hadj Ari.

Fact Number One (one or two sentences):
First,
.....

Fact Number Two (one or two sentences):
Second,

Fact Number Three (one or two sentences):
Finally,
.....

Step Three: Give your plan to your teacher.

Finally: Write your paragraph.

What Rakia Should Do

Rakia should (or should not) marry El Hadj Ari. First,
..... *Second,*
.....
..... *Finally,*
.....
.....

CHAPTER TWELVE

Unexpected Visitors

Dargui is a town near the National Savannah Animal Park. It is well-known all over the country because of its lake and its history. Most people who live there are fishermen and farmers. In addition, the marabouts of Dargui have a good reputation, so children from the remotest villages go there to learn the Koran.

The routine of life in the town never seems to be disturbed. In the early morning, you can see fishermen with their nets going toward the lake, Koranic school students forming a huge circle around their master, and men and women heading for their gardens.

But one day the whole village was awakened by an unusual noise. Nobody could figure out where the noise was coming from. A few minutes later, those who had been at the lake just after the morning prayer rushed back crying for help.

"I saw trees being moved and then cut down by some invisible bulldozers," said a boy who had never seen a live elephant before.

"It must be elephants!" said an older man.

Elephants! The news spread throughout the whole village. The elephants had already devastated a good number of gardens and trees, and they might attack the village if they were not stopped. The village meeting place was now full of people wondering what to do. The noise attracted a park ranger.

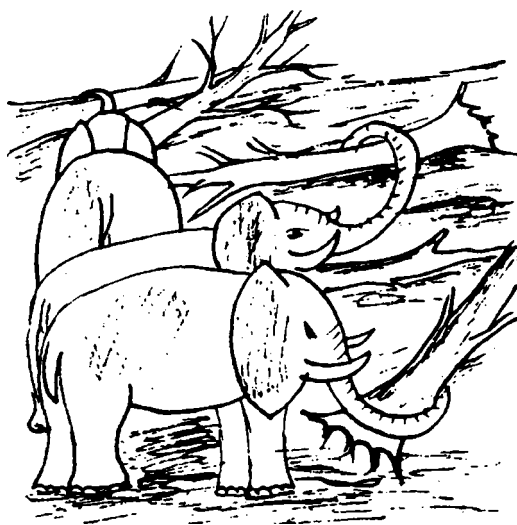
"How can we let those animals destroy our crops?" asked Malam Issa.

"Yes, it's stupid," said Madouga, an old woman, who was worried about her gardens. "Animals exist to provide milk and meat. Why should we protect them when they are causing damage to people's crops."

The park ranger interrupted her: "Elephants are not really dangerous. They are even afraid of people. In addition to that, elephants are really majestic animals. If we let people kill elephants because they are in their gardens or just for tusks, soon there won't be any elephants left. They haven't left the park for many years," he continued, "There might be some hunters there — or even among you — who scared them last night. That's the reason that they've come to the village."

"Do you think we're crazy enough to hunt animals which are protected by the law?" asked Malam Issa.

Madouga shouted, "The men in this village are cowards! What are you waiting for? You must get these useless animals out of our gardens!"



But the park ranger held his ground. If he gave people permission to hunt the elephants, it would be a slaughter. "Listen to me," he said. "I promise we'll make the elephants leave the lake area with the help of some soldiers who will come from the city."

Later in the afternoon the soldiers arrived at Dargui. They had special guns which made a loud noise. They used them to scare the huge animals which ran back toward the park. The soldiers followed them to the edge of the park. When the soldiers returned, they were welcomed and congratulated by the people of Dargui.

Exercise 12-1: Answering Questions on the Text

Answer the following questions with complete sentences:

1. Why is Dargui well-known all over the country? ■ 2. What are the most important activities in Dargui? ■ 3. Could the villagers figure out what was happening around the lake? ■ 4. What damage were the elephants causing? ■ 5. Did the park ranger convince people not to attack the elephants? ■ 6. Why do you think the park ranger warned the people not to attack the elephants? ■ 7. According to Madouga, what was the purpose of animals? ■ 8. Do you think it is important to protect wild animals? Why or why not? ■ 9. Give the name of the most important park in your country. ■ 10. Can you explain why many wild animals have disappeared from certain areas of your country?

Exercise 12-2: Making Questions About the Text

Make questions for the following answers.

1. Because the marabouts have a good reputation. ■ 2. They are farmers and fishermen. ■ 3. Nobody could. ■ 4. No, it was full of people. ■ 5. To make the elephants leave. ■ 6. Later in the afternoon. ■ 7. Special guns.

■ Vocabulary

to damage
to destroy

to head for
loud

a routine
to rush back

to scare
to wonder

Exercise 12-3: Practicing the New Vocabulary

Replace each (X) using the words or expressions above. Do not repeat any word or expression. You may need to change the form of a verb or make a noun plural.

Example: I (X) why birds sing.
I wonder why birds sing.

1. The man does exactly the same thing every day. His life is a (X). ■ 2. The girl plays her radio very (X), and it disturbs her brother when he tries to study. ■ 3. Sairé milks her cow every morning and (X) the town. ■ 4. A woman set off for the market, but when she looked at her house, she saw it was on fire. She (X) to put water on the fire. The house was not (X), but it was (X). ■ 5. Jenifer criticized her friend because she often told stories that (X) the children.

The Past and Past Participles of Regular Verbs

Exercise 12-4: Practicing Forms of Regular Verbs

Student 1 makes a meaningful question using the verbs below. Student 2 answers the question.

Question: When are you going to _____?

look	prepare	describe	clean	figure out
talk	listen	finish	pass	turn on
invite	visit	weed	walk	turn off
explain	fix	cook	marry	pick up

Answer: I've already _____ In fact, I _____ { yesterday.
_____ ago.
last _____.

- Examples:**
- a. Student 1: *When are you going to fix your bicycle?*
Student 2: *I've already fixed it. In fact, I fixed it last week.*
 - b. Student 1: *When are you going to pick up your books?*
Student 2: *I've already picked them up. In fact, I picked them up a long time ago.*

Suggestions

Examples

Moussa: **Let's** go to the museum, Baro.
Baro: I'm sorry Moussa. I've been working all day long. I want to rest.
Moussa: Well, **what about** playing cards?
Baro: Okay. But you play better than I do.
Moussa: That doesn't matter. Come on!

Exercise 12-5: Making Suggestions

Use the words given to make a suggestion. Your classmate will either accept your suggestion or suggest something else in return.

- Examples:**
- a. go to the movies
Student 1: *Let's go to the movies.*
Student 2: *Great!*
 - b. play football
Student 1: *Let's play football.*
Student 2: *No, it's too hot. What about playing cards?*
Student 1: *Good idea.*

1. pick some mangoes ■ 2. study together ■ 3. plan a party for next Friday ■ 4. go fishing
■ 5. ask the teacher to tell us a story ■ 6. go to the market ■ 7. play a trick on Amina ■ 8. sweep
the floor ■ 9. go dancing tonight ■ 10. talk about apartheid ■ 11. have some tea ■ 12. sing.

1. Word Families

Noun	Verb	Adjective	Antonym	Adverb
a use	to use	useful	useless	usefully
an expectation	to expect	expected	unexpected	—
a reputation	—	reputable	disreputable	reputedly

Exercise 12-6: Practicing Word Families

Rewrite the sentences using the correct form of the word in parentheses. (Some of the words are from previous chapters.)

Example: Some plants are (use) for medicine.
Some plants are used for medicine.

1. We are proud of the (reputable) of our university. ■
2. What did you (expectation) him to do? ■
3. We (useless) a knife to cut meat. ■
4. I want to be a park ranger because it is an (excitement) job. ■
5. If you open the book you will see the (explain). ■
6. The police arrested him because he looked (suspicion). ■
7. If you go to the national museum in Niamey, you will (certain) see a lion.

2. Useful Phrases

to make one's mind up (*se décider*):

We must let Rakia **make her own mind up**.

it's up to (*ça dépend de*):

Who will Rakia marry? **It's up to** her father.

a great deal (*beaucoup*):

Customs have changed **a great deal**.

in addition (to) (*en plus [de]*):

He speaks all the local languages. **In addition**, he speaks French and English.

He speaks French and English **in addition to** the local languages.

cry for help (*appeler au secours*):

When her hut caught fire, Lamso **cried for help** instead of trying to put it out.

cause damage (*causer des dégâts*):

In 1987, insects **caused** much **damage** to the plants in northern Mali.

to hold one's ground (*tenir ferme*):

Souley **held his ground** about Rakia's marriage to El Hadj Ari.

Exercise 12-7: Practicing Useful Phrases

Complete the sentences with the phrases above. Replace each (X) with one word. Use each phrase once.

Example: (X) (X) (X) the teacher to give us a test or not.

It's up to the teacher to give us a test or not.

1. They had (X) (X) (X) of food at the party. ■ 2. Finally he (X) (X) (X) (X) to take the exam.
■ 3. When her house caught fire, she ran out (X) (X) (X). ■ 4. Insects often (X) (X) to the crops in the countries of the Sahel. ■ 5. They cooked a lot of food at the naming ceremony. (X) (X), they brought kola nuts and soft drinks. ■ 6. Souley wanted his daughter to marry an old man. He (X) (X) (X) when people discussed it with him. ■ 7. Yacouba thinks it should be (X) (X) Rakia to choose her own husband.

Grammar

Expressing Possibility with the Modals *May* and *Might*

Examples

- a. It { **might, may** } rain.
(Il se peut qu'il pleuve.)
- b. They { **might, may** } arrive tomorrow.
(Il se peut qu'ils arrivent demain.)

Explanation:

There is no important difference in meaning between *may* and *might* in these examples.



Exercise 12-8: Telling Your Plans

Student 1 asks Student 2 a question. Student 2 answers truthfully.

Question: What are you going to do
{ this weekend?
tonight?
during the next vacation? }

Answer: I don't know. I may
_____. I might
_____. Who knows?*

Example: Student 1: *What are you going to do tonight?*

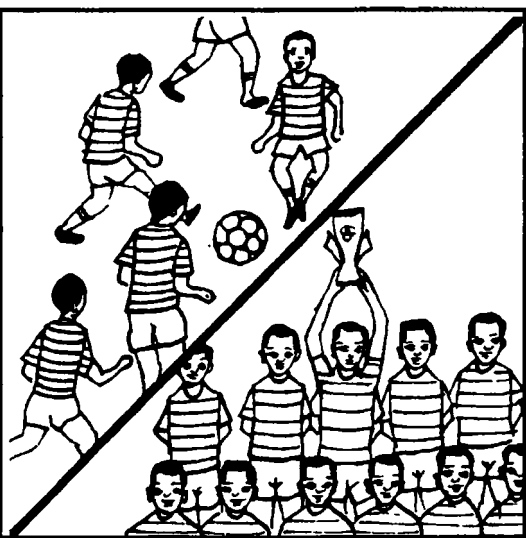
Student 2: *I might study for the quiz on Friday.*



* You should shrug your shoulders when you say, "Who knows?" (shrug = hausser)

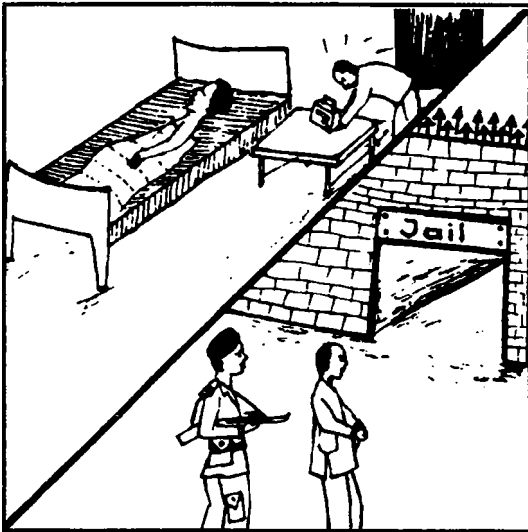
2. Unreal Conditionals in the Past

Examples



- a. Conditional: If they **had not trained** hard, they **would have lost**.
Fact: The team trained very hard last month.
Fact: They won the championship yesterday.

- b. Conditional: If he **had bought** the radio, he **would not have been sent** to jail.
Fact: Hama stole a radio last Monday. He did not buy it.
Fact: He was sent to jail last Tuesday.



If + Subject + Had (Not) + Past Participle (+Complement), + Subject + Would (Not) + Have + Past Participle(s) (+Complement)									
If	they	had not	trained	hard,	they	would	have	lost.	
If	Hama	had	bought	the radio,	he	would not	have	been sent	to jail.

Explanation:

The tense in the subordinate clauses (*had not trained / had bought*) looks like the past perfect. It is not past perfect. It is the **unreal past**, the past that **did not happen**.

Exercise 12-9: Making Conversations with Unreal Conditionals in the Past

Follow the steps below.

Step One: Each student must make up three questions in the past tense to ask a classmate. These must be questions which he / she knows will have negative answers.

Step Two: Working in pairs, students will conduct mini-conversations based on the following model:

Student 1: { Did, } you _____?
 { Were }

Student 2: No, I didn't. But if I had _____, I would have _____.

Example: Student 1: *Did you fly to Paris last week?*

Student 2: *No, I didn't. But if I had flown to Paris, I would have visited the Eiffel Tower.*

Exercise 12-10: Writing Conditional Sentences About Yourself

First, answer the questions below about your past. Second, write seven unreal conditional sentences related to the answers that you wrote.

Example: Question: *Who did you visit last year?*

Answer: *I visited my cousin last year.*

Conditional: *If I had not visited my cousin, I would not have seen him at all last year.*

1. Where did you go last year? ■ 2. How did you study last year? ■ 3. What did people in your village plant two years ago? ■ 4. Who did you write a letter to? ■ 5. How did you travel during the long vacation last year? ■ 6. How much money did your parents send you last year? ■ 7. Who took you to primary school nine years ago?

Exercise 12-11: Translating French into English

1. Si j'avais su le résultat, je vous aurais téléphoné hier. ■ 2. Il se peut qu'il nous apporte de jolis cadeaux. ■ 3. En plus de deux exercices très difficiles, il nous demanda d'apprendre le dialogue par cœur. ■ 4. Si vous ne répétez pas votre question, je ne serai pas capable de vous aider (être capable de = *to be able to*). ■ 5. Tout le monde sort avec un parapluie à cause de la pluie. ■ 6. Si on prenait une petite récréation avant de continuer la discussion? ■ 7. Vous auriez vu le Président si vous étiez allé au stade la semaine dernière. ■ 8. Vous travaillerez avec nous, n'est-ce pas? ■ 9. Lorsqu'il arriva dans la ville, il pleuvait.

■ Listening Comprehension

Exercise 12-12: Answering Questions

Choose the best answer in each item. Do not write in this book!

1. Baro asked the people in his village
 - a. to show him the desert.
 - b. to stop the desert from growing.
 - c. what they had said about trees.
 - d. why they did not listen to him.
2. Baro spent four years
 - a. speaking to the people in his village.
 - b. with his parents and friends.
 - c. in a bigger town far away.
 - d. planting trees.

3. According to the story, the situation
- a. was good.

b. could not be fixed.

c. was going to get worse.

d. could be improved.
4. Now, parents in Allah Katabo plant trees when
- a. a son is born.

b. Baro is there.

c. the soil is rich.

d. someone comes to visit.

■ Writing

A Paragraph About the Government Position on Wild Animals

Exercise 12-13: Writing a Paragraph
Follow the steps below.

Step One: Discuss what the government should do about elephants and other wild animals. Should the government keep on protecting these animals? Why or why not? Give as many reasons as you can.

Step Two: Make a paragraph plan.

What the Government Should Do

General Idea: *The government should protect the wild animals.*
or
The government should not protect them.

Fact Number One (one or two sentences):
First,

Fact Number Two (one or two sentences):
Second,

Fact Number Three (one or two sentences):
Finally,
.....

Step Three: Give your plan to your teacher.

Step Four: Write your paragraph.

What the Government Should Do

*The government should (or should not) protect the wild animals. First,
..... Second,
..... Finally,
.....*

CHAPTER THIRTEEN

Tom and the Fence

"And Tom," Aunt Polly said, "the next time you fight with someone, I'm going to skin you alive!"

Tom took the bucket of paint his aunt had given him and began painting the fence. He painted carelessly, and soon there was more paint on him than on the fence. He was angry with his aunt for making him work on Saturday. He wanted to go swimming and play with his friends.

Then he got an idea. Tom saw his friend Ben. He knew Ben would make fun of him for working on a Saturday, so he pretended not to see him.

"Hey! Look at Tom!" Ben called to anyone who was listening. "He's working! What happened? Did your aunt punish you again?"

"Oh, hi, Ben. I didn't see you. I'm very busy. I can't play now," Tom said.

"But you're working!" shouted Ben.

"Maybe it's work. All I know is that this is a very important job and I am the only one who can do it right."

"Really? It looks like work to me." Ben got ready to leave, but then he saw that Tom was smiling.

"Tom," Ben began, "you don't mean to say that you like working."

"Like it? I don't see why I shouldn't like it. Does a boy get the chance to paint a fence every day?"

Ben stopped eating his apple. As he watched Tom, he got more and more interested in painting the fence.

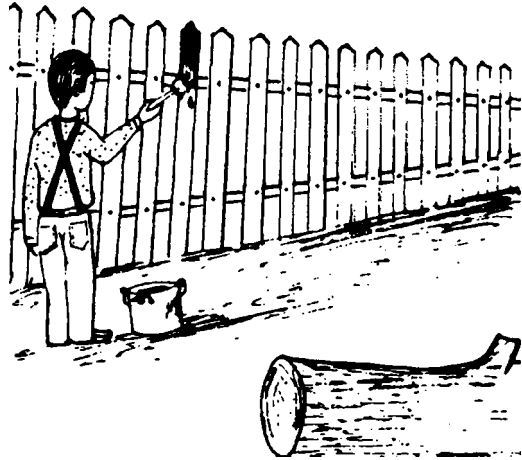
"Say, Tom," said Ben slowly, "let me paint some of the fence."

"No, Ben. This is an important job. My aunt is very particular about this fence. It has to be perfect," said Tom.

"Let me try. I'll share my apple with you," said Ben.

"No, Ben. I don't think so. The fence has to be perfect. I don't think you can paint perfectly."

"Sure I can," said Ben. "Let me try. Here. I'll give you the whole apple."



Tom looked at the brush and then at the apple. He slowly gave the brush to Ben and sat down to eat the apple while Ben painted the fence. Soon, other boys came to make fun of Tom working on a Saturday. When they saw how carefully Ben was painting, they too became interested. When Ben got tired, he gave the brush to Billy Fisher, who had given Tom his kite in order to paint the fence. After Billy, Johnny Miller gave Tom a dead rat for a chance to paint the fence. By the time the fence was finished, Tom had collected an old key, a piece of green chalk, a broken piece of a blue bottle, a kitten, the handle from an old knife, and three shiny red stones. Now Tom had all his work done, and he was rich, too.



"Aunt Polly," Tom called. "May I go swimming now?"

"Tom," she said, as he came into the house, "don't lie to me. You can't be done yet."

"I'm not lying. Honest, I'm finished."

Aunt Polly was surprised when she saw that the fence was not only painted white, but also painted well.

"Well, well!" she exclaimed. "I can't deny it. You **can** work when you really want to. Well, you may go swimming with your friends now. Try to be home sometime in the next week. And thank you for being a good boy."

Tom said goodbye to his aunt, stealing a piece of cake as he left the house.

Adapted from *Tom Sawyer* by Mark Twain

Exercise 13-1: Answering Questions on the Text

Answer the following questions with complete sentences.

1. Why was Tom working on a Saturday? ■ 2. What did Ben give to Tom? Why? ■ 3. What did Tom want to be doing? ■ 4. Did Tom really want to paint the fence? ■ 5. How did Tom get his friends to paint the fence for him? ■ 6. Is Tom a good friend? Why or why not? ■ 7. Why was Aunt Polly surprised? ■ 8. Is Tom really a good boy? Why or why not?
9. Have you ever painted anything? ■ 10. Why do people paint things? ■ 11. What do you like to do with your friends? ■ 12. Describe your best friend and tell why he or she is your best friend.

Exercise 13-2: Making Questions About the Text

Make questions for the following answers.

1. He tricked him. ■ 2. A dead rat. ■ 3. Saturday. ■ 4. He wanted to go swimming. ■ 5. A piece of cake. ■ 6. No, he did not. ■ 7. An old key, a piece of green chalk, and a kitten.

■ Vocabulary

a kite perfect right particular to pretend

Exercise 13-3: Practicing the New Vocabulary

Replace each (X) using the words above. Do not repeat any word. You may need to change the form of a verb or make a noun plural.

Example: The teacher said, "Very good!" when the student got the difficult question (X).
 The teacher said, "Very good!" when the student got the difficult question right.

1. Mrs. Kaza is very (X) about her students' homework. Every sentence must have a capital letter and a period. ■ 2. Mariama's homework was (X); Mrs. Kaza could not find anything wrong. ■ 3. The little boy was (X) to be a lion; that is why he made that frightening noise. ■ 4. Children like to play with (X) because they fly.

■ Pronunciation

Dare vs. There

Exercise 13-4: Sentences for Practice

Read these sentences aloud. Pay special attention to the difference in pronunciation between the /d/ and the /th/ sounds.

1. How **dare** you go **there**!
2. On a good **day**, **they** come early.
3. If you need to **doze** in class, you shouldn't watch **those** TV programs. (doze = *sommeiller*)

■ Function

Review

Exercise 13-5: Reviewing the Functions that You Have Studied

Read each situation. Then dramatize what the students would say.

Example: Arimi wants to use Abdou's pen.
 Arimi: *Could you please give me your pen?*
 Abdou: *Sure.*

1. Issa invites Fati and Biba to a party. Fati accepts, but Biba doesn't. ■ 2. Kaigama passed his BEPC exam. What does Zara say to him? ■ 3. Gambo's friend has died. What does Bashir say to Gambo? ■ 4. Maïga can play football well, but Zabérou can't. What would each say about his ability in the sport? ■ 5. Maïga and Garba's team is going to play against a famous team. Maïga is optimistic, but Garba is pessimistic. What does each say? ■ 6. Lawali does not know where the post office is. He meets Amina, who helps him. ■ 7. Djamilla is making too much noise while Alzaouza is working. Alzaouza wants her to stop talking.

1. Useful Phrases

to get somebody to do something (*faire faire quelque chose par quelqu'un*):
I got my brother to help me by telling him the job was important.

to make fun of (*se moquer de*):
I don't like it when you make fun of me and say mean things.

to mean to say (*vouloir dire*):
You don't mean to say you like algebra? I think it's difficult.

to paint something (color) (*peindre quelque chose [en couleur]*):
They painted the walls white to make them look clean.

say... (dis...):
Say, Tom, would you let me have your new watch?

to skin somebody alive (*écorcher vif*):
I'm going to skin you alive if you do that again.

You can't be done yet (*Il est impossible que tu aies déjà fini*):
You can't be done yet; you've just started!

well, well (*tiens*):
Well, well, you really are finished!

Exercise 13-6: Practicing Useful Phrases

Complete the sentences with the phrases above. Replace each (X) with one word. Use each phrase once.

Example: (X), Tom, can I paint, too?
Say, Tom, can I paint, too?

1. All the students (X) (X) (X) Boubacar because he asks silly questions. ■ 2. The math exam started half an hour ago, and I am sure that (X) (X) (X) (X) (X). ■ 3. A long time ago, primary school teachers (X) their students to bring them firewood. ■ 4. "If you don't stop making noise, I'll (X) (X) (X)," said the teacher. ■ 5. In classrooms, they (X) the boards black because teachers write with white chalk. ■ 6. I am sorry that I said "yes". I (X) (X) (X) "no". ■ 7. Alio said, "John got 18/20 on the test." Fatima said "(X), (X)! I'm really surprised!"

2. Compound Nouns

drumstick: a stick used to beat a drum. (plural - drumsticks)
tree house: a small shelter built in a tree. (plural - tree houses)

Exercise 13-7: Using Compound Nouns

Replace the (X) with the correct compound noun.

Example: Trees which grow mangoes are (X).
Trees which grow mangoes are mango trees.

Remember! The first noun is singular!

1. The **length** of a **wave** is a (X). ■ 2. **Stations** that broadcast **radio** waves are (X). ■ 3. **Waves** that transmit **radio** signals are (X). ■ 4. The **antenna** which receives **radio** waves is a (X). ■ 5. A **reporter** that you see on **television** is a (X). ■ 6. **Sticks** that you use to play the **drums** are (X). ■ 7. **Houses** that are built in **trees** are (X). ■ 8. A **pot** that is used to make tea is a (X). ■ 9. The **glasses** that are used to serve **tea** are (X). ■ 10. A **farmer** who plants **millet** is a (X). ■ 11. The people who **drive taxis** are (X). (Careful!) ■ 12. The **lights** on the **streets** are (X).

■ Grammar

1. Verb Tenses

Exercise 13-8: Asking and Answering Questions

Working in pairs, Student 1 changes the verbs in parentheses to the correct verb tense. Then Student 2 answers the questions truthfully.

Present Perfect

Example: How long you (be) in school?

Student 1: *How long have you been in school?*

Student 2: *I have been in school for nine years.*

1. What you (study) in English class this year? ■ 2. What stories you (read) this year?
■ 3. What cassettes you (hear) this year?

Past Perfect

Example: What you (eat) before you came to school this morning?

What had you eaten before you came to school this morning?

4. What you (learn) before you entered the third year of middle school? ■ 5. Before you started middle school, how long you (go) to primary school? ■ 6. Before starting middle school, how long you (want) to learn English?

Present Perfect Progressive

Example: What you (eat)?

What have you been eating?

7. How long you (live) in (name of a town)? ■ 8. How long you (eat) rice and sauce?
■ 9. How long you (go) to school?

Past Perfect Progressive

Example: What you (eat) when you started to feel sick?

What had you been eating when you started to feel sick?

10. How long you (speak) English before you began the third year of middle school?
■ 11. Before you came to school this morning, what you (do)? ■ 12. Before you went to bed last night, what you (study)?

2. Direct and Reported Speech

Exercise 13-9: Changing Direct Speech to Reported Speech

Change these sentences to reported speech.

Example: Aunt Polly told Tom, "I'll skin you alive."
Aunt Polly told Tom she would skin him alive.

1. Ben asked Tom, "Did your aunt punish you again?" ■ 2. Tom told Ben, "I can't play."
- 3. Ben said to Tom, "Let me try." ■ 4. Tom asked his aunt, "May I go swimming?"
- 5. Aunt Polly said, "Don't lie to me." ■ 6. Aunt Polly added, "You can't be done yet."
- 7. Aunt Polly told Tom, "You can work when you want to."

Exercise 13-10: Changing Reported Speech to Direct Speech

Change these sentences into direct speech.

Examples: a. The teacher told the students to go home.
The teacher said to the students, "Go home."
b. My mother asked me to feed the goats.
My mother said to me, "Please feed the goats."

1. The doctor told the patient to get some rest. ■ 2. The teacher told our class to be quiet.
- 3. My mother asked me if I would help her. ■ 4. The boy asked the man to give him an orange. ■ 5. The girl asked her little brother if he would go to the movies. ■ 6. Ben asked Tom to let him paint the fence. ■ 7. Aunt Polly told Tom to paint the fence. ■ 8. Tom said that it was an important job and that he was the only one who could do it right. ■ 9. Abdou said that he had to do his homework before going to school. ■ 10. Aunt Polly told Tom not to touch the paint. ■ 11. Aunt Polly asked Tom where he would go after finishing the job. ■ 12. The teacher asked Ali how long he had been studying English.

Exercise 13-11: Making a Study Table

Follow the steps below.

Step One: Change the following items to reported speech.

Example: Simple Present: He said, "I go to school every day."
He said that he went to school every day.

1. Simple Past: She said, "I ate rice for dinner." ■ 2. Future: She said, "I will visit my family in December." ■ 3. Present Perfect: He said, "I have learned all my vocabulary for the exam."

Step Two: Change the following items to direct speech.

Example: Change to Present Progressive: He said that he was planning a party.
He said, "I am planning a party."

4. Change to Present Perfect Progressive: She said that she had been shopping all morning.
- 5. Change to Past Perfect: He said that he had ridden his bike for ten minutes before it started to rain.

Step Three: Using your answers from steps one and two above, make a table in your exercise book from which to study. Copy the example sentences as below.

Direct Speech

Reported Speech

Simple Present	He said, "I go to school every day."	→ Past	He said that he went to school every day.
Simple Past		→	
Future		→	
Present			
Perfect		→	
Present Progressive	He said, "I am planning a party."	→ Past Progressive	He said that he was planning a party.
		→	
		→	

3. Conditional Sentences

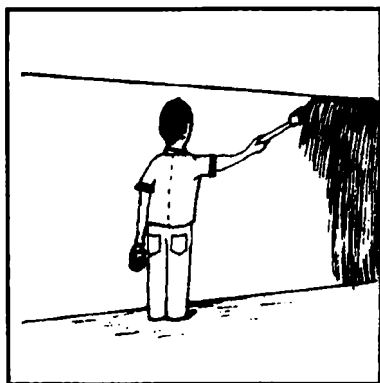
Exercise 13-12: Using Your Imagination

Use your imagination and tell what you would do if these things were true.

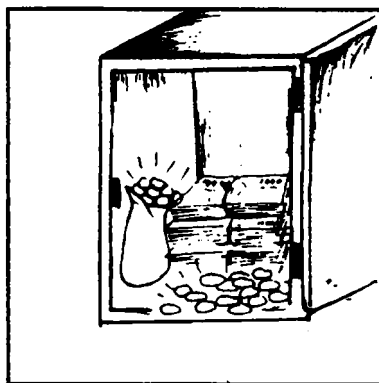
Example: If you lived in Nigeria, ...

If I lived in Nigeria, I would speak English every day.

1. If you had to paint a wall, ...



2. If you had 1,000,000 francs, ...



3. If you were president.



4. If you were a famous scientist, ...



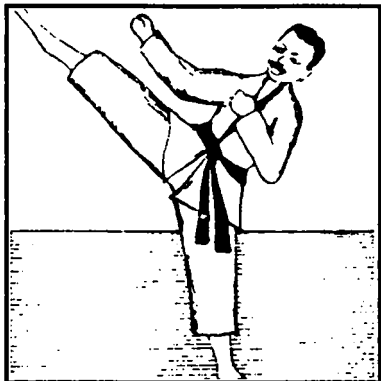
5. If you lived in America, ...



6. If you ate 500 beancakes, ...



7. If you had a black belt in karate, ...



Exercise 13-13: Asking and Answering Questions

Working in pairs, Student 1 asks a question and Student 2 answers truthfully.

Example: live anywhere

Student 1: *If you could live anywhere, where would you live?*

Student 2: *If I could live anywhere, I would live in Paris.*

1. live anywhere ■ 2. drive any car ■ 3. have 1,000,000 francs ■ 4. be anyone ■ 5. buy anything ■ 6. play any sport ■ 7. have any job.

Exercise 13-14: Using the Conditional

Read about Moussa. Then tell what would have happened if he had done things differently.

Example: He did not wear shoes. He broke his foot playing football.

If he had worn shoes, he would not have broken his foot playing football.

1. He did not study. He failed his exam. ■ 2. He did not eat well yesterday. He felt weak. ■ 3. He did not go to bed early. He did not get up on time for school. ■ 4. He did not sell any tomatoes in the market. He did not make any money. ■ 5. He did not buy any bread. He did not have anything to eat. ■ 6. He painted the fence. His aunt was happy. ■ 7. It rained yesterday. He got wet walking home from school.

4. Relative Clauses

Exercise 13-15: Asking and Answering Questions Using That, Who, and Which
Student 1 asks a question. Student 2 answers it.

Student 1: Which { boy
woman
doctor
camel
truck
teacher
girl
man
friend } did you see?

Student 2: I saw the _____ { who
which
that } { has seven wives.
my brother likes.
painted the fence.
bit El Hadj.
wrote the book.
cured my aunt.
chases goats.
you spoke with.
broke down yesterday.

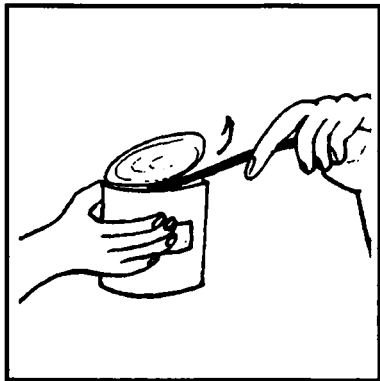
Example: Student 1: Which truck did you see?
Student 2: I saw the truck that broke down yesterday.

5. Passive Voice

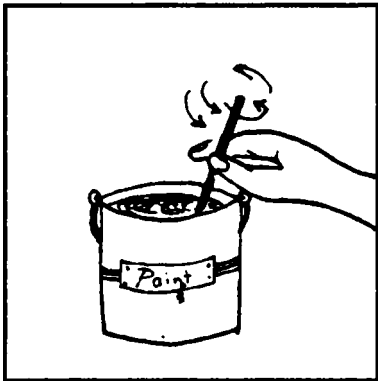
Exercise 13-16: Giving Directions
Read the directions below on how to paint a fence. Then, using passive voice with modals, explain to Tom what is needed in order to paint a fence.

Example: buy the paint
The paint should be bought.

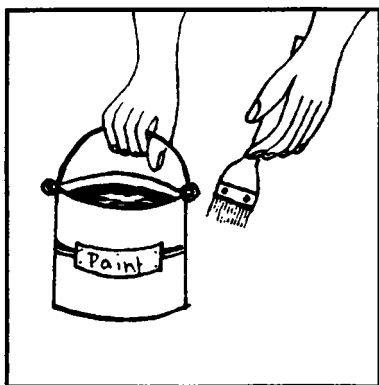
1. open the can



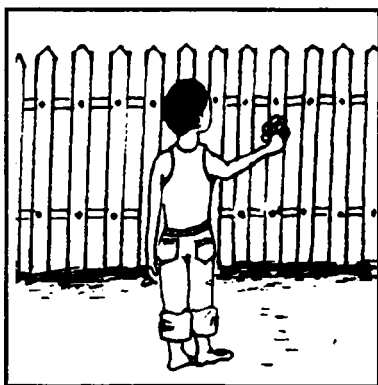
2. stir the paint



3. use a clean paint brush



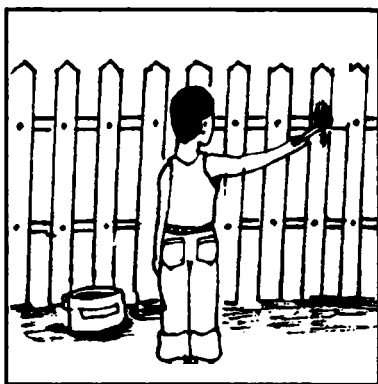
4. clean the fence with a dry cloth



5. put the brush in the paint



6. lift the brush out of the paint



7. move the brush up and down on the fence



Exercise 13-17: Writing a Report in the Passive Voice

Help the scientist to write her report. Rewrite this paragraph using the passive voice so that she can submit it to the other scientists. Omit the *by*-phrase if it does not contain any important information.

Example: Active voice: Insects destroy crops.

Passive voice: *Crops are destroyed by insects.*

Insects eat crops every year. In a recent year, insects destroyed all the millet crops in Mali. Scientists fight the problem every year. They use chemicals, but these chemicals are sometimes dangerous to people. Scientists should find other ways to fight insects. People in certain areas control the problem, but scientists need more money. With help, we can solve the problem.

Exercise 13-18: Translating French into English

1. Partons! Nous avons attendu assez longtemps! ■ 2. Tom avait mangé le gâteau avant que Tante Polly s'aperçût qu'il n'en restait plus. ■ 3. Ben était en train de manger sa pomme quand il vit Tom. ■ 4. Le problème a été étudié par les scientifiques. ■ 5. Il a dit qu'il ne pouvait pas venir à la soirée. ■ 6. Le policier m'a demandé si je connaissais le voleur. ■ 7. Tom aime mieux nager qu'étudier. ■ 8. Ma sœur obtient de bonnes notes depuis qu'elle était à l'école primaire. ■ 9. Les récoltes ont été mangées par les insectes. ■ 10. Elle a dit qu'elle ne l'avait pas vu depuis trois jours.

■ Listening Comprehension

Exercise 13-19: Answering Questions

Choose the best answer in each item. Do not write in this book!

1. In New York, Jared and his friends
 - a. looked around the music shops.
 - b. bought video cassettes.
 - c. were given expensive clothes.
 - d. bought buttons for their clothes.
2. Now Jared lives in
 - a. the zoo.
 - b. a record store.
 - c. California.
 - d. New York City.
3. Hot dogs are
 - a. dogs you feed in the zoo.
 - b. cooked meat in a long bread roll.
 - c. very angry dogs.
 - d. dogs you can buy in the park.
4. Jared found that New York City was
 - a. unpopular with his friends.
 - b. full of dogs.
 - c. a good place to go.
 - d. warm and sunny all the time.

■ Writing

An Opinion Paragraph

Exercise 13-20: Writing an Opinion Paragraph

Follow the steps below.

Step One: Study the paragraph plan and paragraph below.

The Paragraph Plan

Title: The Morning

General Idea: The morning is the worst part of the day.

Fact Number One (one or two sentences): In the morning you must wake up. Waking up is never easy.

Fact Number Two (one or two sentences): You must walk to school.

Fact Number Three (one or two sentences): All of the most difficult classes are in the morning. Math, science and French are in the morning.

The Paragraph

The Morning

The morning is the worst part of the day. First, you must wake up in the morning. Waking up is never easy. Second, you must walk to school. Finally, all the most difficult classes are in the morning. Math, science, and French are in the morning.

Step Two: Choose one of the opinions given and write a paragraph plan similar to the one in Step One above.

Opinions:

Going to Mecca is important.

My favorite class is (X) class.

It is important to study at a university.

(X) is my favorite kind of animal.

The most difficult subject is (X).

(X) is the best sport.

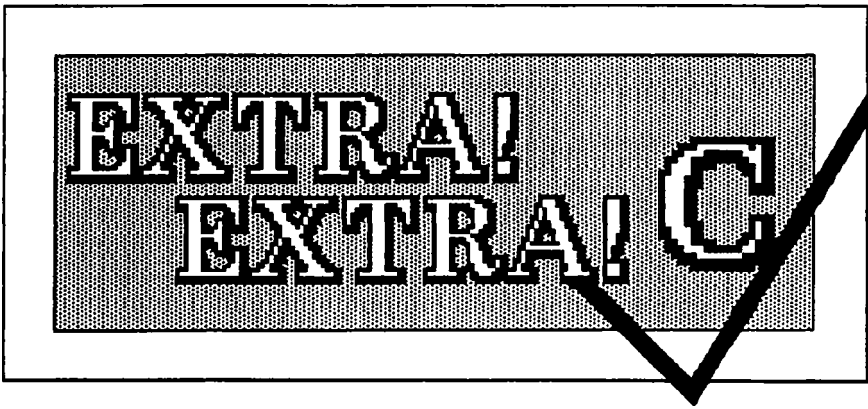
Wrestling is the best sport.

(X) is a good Muslim. / Christian.

(X) is the nicest city in my country.

Step Three: Give your paragraph plan to your teacher for checking.

Step Four: When you get your plan back, write your complete paragraph.



Fun with Numbers

Favorite Numbers

Here is a good trick with numbers. Ask a friend what number from 1 to 9 he or she likes best. Then write the long number 12345679 on a piece of paper or on the blackboard. If your friend says his favorite number is 4, then tell him to multiply the long number that you have written by 36. Your friend will be very surprised because the result is 444444444!

The number you have written goes from 1 to 9, but there is no 8. To obtain all the same digits¹ in the result, you silently multiply your friend's favorite number by 9. You tell him to multiply your long number by this multiple.

For example, to obtain all 3's, tell him to multiply by 27, which is 9×3 . If his favorite number is 8, he must multiply by 72, which is 9×8 .

Or, when doing this trick, do not ask what the person's favorite number is. Ask what number he / she writes with the most difficulty. Tell the person that you are going to give him / her a lot of practice writing that digit!

Confusing and Amusing

Ask your friend, "Write any number, but don't show it to me." Then tell her:

- Add 6 to the secret number.
- Double the new number.
- Subtract 4.
- Divide the difference by 2.
- Now subtract the secret number that she first chose.

Announce that the result of all these operations is 4. In fact, the result is always 4; you can start with any number.

For example, if the secret number is 11:

- | | |
|---|----|
| a. Add 6 ($6+11$). | 17 |
| b. Double the number (17×2). | 34 |
| c. Subtract 4 ($34-4$). | 30 |
| d. Divide by 2. ($30/2$) | 15 |
| e. Subtract the secret number ($15-11$) | 4 |

When you know this trick, you can make the result different from 4. In step a, tell your friend to add a different number. The result will always be 2 less than the number added. For example, if your friend adds 8 in step a, the final result will be 6.

Adapted from *Entertaining with Numbers* by George Barr, McGraw-Hill Book Company, 1971.

12,345,679

x 9 =	11111111
x 18 =	22222222
x 27 =	33333333
x 36 =	44444444
x 45 =	55555555
x 54 =	66666666
x 63 =	77777777
x 72 =	88888888
x 81 =	99999999

1. digit = *un chiffre*

1. Direct and Indirect Objects: Three Groups of Verbs

Last year, you learned three different structures for direct and indirect objects.

Examples of Verbs that Use To

- a. She explained the lesson **to** the class.
direct object = *the lesson*
indirect object = *the class*
- b. The director introduced the speaker **to** the class.
direct object = *the speaker*
indirect object = *the class*

Verbs in this Group

bring	lend	read	send	teach
explain	offer	say	speak	write
introduce	pay	sell	take	

Examples of Verbs that Use For

- c. The student opened the door **for** the teacher.
direct object = *door*
indirect object = *the teacher*
- d. The doctor prescribed some antibiotics **for** the sick child.
direct object = *antibiotics*
indirect object = *the sick child*

Verbs in this Group

build	buy	change	close	do
find	get	make	open	prescribe

Examples of Verbs that Do Not Use Preposition

- e. The teacher asked me a difficult question.
direct object = *a difficult question*
indirect object = *me*
- f. The shirt cost my brother 4,000 CFA.
direct object = *4,000 CFA*
indirect object = *my brother*

Verbs in this Group

ask	charge	cost	save	tell
-----	--------	------	------	------

Note:

- In sentences with *to* or *for*, the direct object precedes the indirect object.
- In sentences with no preposition, the indirect object precedes the direct object.

Exercise C-1: Reviewing Direct and Indirect Objects

Make a sentence using the words given in each item. Do not change the order of the words. The indirect object is indicated by the arrow. Replace the arrow with *to* or *for* if necessary.

Examples:

- a. The teacher taught English → the first year class last year.
The teacher taught English to the first year class last year.
- b. The trader saved → me two thousand francs yesterday.
The trader saved me two thousand francs yesterday.

1. The tailor is making a new dress → Rabi now. ■ 2. The director will introduce the new English teacher → the students tomorrow. ■ 3. Sitou told → Kanta a story yesterday. ■ 4. The policeman charged → us ten thousand francs yesterday. ■ 5. Ali gave a book → Fati yesterday. ■ 6. I did not lend any money → my cousin last night. ■ 7. Moussa got some water → his donkey at noon yesterday. ■ 8. The director is offering the new book → Fati. ■ 9. Ali asked → his mother a difficult question yesterday. ■ 10. El Hadji built a new house → his mother last year. ■ 11. The doctor prescribed antibiotics → Mariama yesterday. ■ 12. Sâa will read the letter → her father tomorrow.

2. Review of Past Participles

Exercise C-2: Reviewing Past Participles of Regular and Irregular Verbs

Identify the verb (or verbs) in each sentence. Give the infinitive of the verb and its past participle.

Example:

They are building a new house near the school.
Verb - to build; past participle - built

1. People usually serve kola nuts at naming ceremonies. ■ 2. The guests bring presents to the parents. ■ 3. The father chooses a name for the baby. ■ 4. Did you hear the drums last night? ■ 5. Old men do not usually wear western clothes. ■ 6. The head of the family pours the tea. ■ 7. My mother cooks rice and beans sometimes. ■ 8. She uses the improved cookstoves. (improved cookstoves = *foyers améliorés*) ■ 9. Put the chair over there. ■ 10. Did you tell her the news? ■ 11. I have a lot of brothers and sisters. ■ 12. Cover your school books with paper.

3. Review of Too, Either, and But

Exercise C-3: Reviewing Too, Either, and But

Write a true sentence with *too*, *either*, or *but* using the words given.

Examples:

- a. coffee / expensive / tea
Coffee is expensive, and tea is, too.
- b. birds / fly / dogs
Birds can fly, but dogs cannot.
- c. I / bicycle / my brother
I do not have a bicycle, and my brother does not either.

1. birds / fly / planes ■ 2. pens / cheap / dictionaries ■ 3. hunting / dangerous / playing cards ■ 4. I / white hair / my sister ■ 5. we / speak Chinese / our parents ■ 6. I / speak English / my mother ■ 7. people / wear clothes / animals.

4. Review of Comparatives and Superlatives

Exercise C-4: Practicing Comparatives and Superlatives

Student 1 asks a question, and student 2 answers it.

Question: Is Diego Maradona { fast?
strong?
dangerous on offense?
dangerous on defense?
famous?
exciting?
agile?

Answer: He sure is! He's { more _____ er } than Aziz Bouderbala.

In fact, he's the { most _____ est } player I've ever seen.

Example: Student 1: Is Diego Maradona dangerous on offense?
Student 2: He sure is! He's more dangerous on offense than Aziz Bouderbala. In fact, he's the most dangerous player I've ever seen!

5. Review of Relative Clauses

Exercise C-5: Adding Relative Clauses to Sentences

Choose a relative clause from Column B to add to each sentence in Column A. The resulting sentence will be true according to the stories and articles you have read in this book. Do not repeat any relative clause. The first two are done for you as examples. Do not write in this book!

Examples: 1. Omoro whispered the name that he had chosen into the baby's ear.
2. The aspirin that he had taken made him sicker because he took too many.

Note: The relative clause may go anywhere in the sentence.

Column A

- 1. Omoro whispered the name into the baby's ear.
- 2. The aspirin made him sicker because he had taken too many.
- 3. The man knew the history of Omoro and Binta's forefathers by heart.
- 4. The antibiotic pills will not help a cold.
- 5. The girl was found dead in the village stream.
- 6. The wrestler wins the match.
- 7. The trees will bring money to the village in five or six years.
- 8. The elephant remained in the hut.
- 9. The man said that he had been held up by Natty Nat.
- 10. A child will not be very healthy.

Column B

- a. who lifts his opponent up off the ground
- b. which is covered by a skin
- c. whose father was forcing her to marry the old man
- d. that he had chosen
- e. who stole the money
- f. that the nutritionist gave them
- g. that can be bought in many markets
- h. whose half-sister had been poisoned
- i. who does not get a variety of foods
- j. that carry the signals

- | | |
|--|----------------------------------|
| 11. The waves travel at the speed of light. | k. that he had taken |
| 12. A Dagomba boy's first drum is usually a tin can. | l. that the people planted |
| 13. The young woman had been sobbing for days. | m. that belonged to the man |
| 14. At first, many women resisted the information. | n. who played the <i>tom-tom</i> |

6. Review of Conditional Sentences

Exercise C-6: Completing Conditional Sentences

Complete each sentence meaningfully.

- Examples:**
- a. If he closes the windows,...
If he closes the windows, the rain will not come in.
 - b. If he closed the windows,...
If he closed the windows, the rain would not come in.
 - c. The rain would not have come in,...
The rain would not have come in if he had closed the windows.

1. If you do not learn your lessons,... ■ 2. I would have helped you if... ■ 3. If he had enough money,... ■ 4. The thieves would have stolen everything if... ■ 5. If she comes late again,... ■ 6. He would pass all his exams if ... ■ 7. If the farmers had planted trees,... ■ 8. If he saw his doctor,... ■ 9. Our team would have won the championship if ... ■ 10. The whole family will go on a trip if... ■ 11. If the driver had not stopped quickly,... ■ 12. If I were the teacher,...

Exercise C-7: Writing Conditional Sentences

Write a unreal conditional sentence related to the facts given.

- Examples:**
- a. Fact: I studied.
Fact: I got a good grade on the test.
If I had not studied, I would not have gotten a good grade.
 - b. Fact: There was a lot of rain last year.
Fact: People had enough food.
If there had been a drought last year, people might have been hungry.

1. Fact: They came late. Fact: They missed the flight to Douala. ■ 2. Fact: He drove carelessly. Fact: He had a bad accident. ■ 3. Fact: He went to Mecca three years ago. Fact: He visited the Kaaba ■ 4. Fact: Amina and Makaou met in 1982. Fact: They got married in 1985. ■ 5. Fact: Mr. Brown was helped by Encyclopedia. Fact: Mr. Brown arrested the criminal. ■ 6. Fact: Three of our players were not able to play. Fact: Our team lost the championship. ■ 7. Fact: Ali got his driver's license last week. Fact: He drove to Kantché yesterday.

Fun and Games

1. Riddles

A man dug a hole which was two meters deep, one and a half meters wide, and three quarters of a meter long. How much dirt was in the hole?

I have something but I don't have something else that I'd like to have in order not to have what I have. What are they?

2. I Know an Old Lady

I know an old lady who swallowed a fly
I don't know why she swallowed the fly
Perhaps she'll die.

I know an old lady who swallowed a spider
That wriggled and jiggled and tickled inside her
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
Perhaps she'll die.

I know an old lady who swallowed a bird
How absurd to swallow a bird
She swallowed the bird to catch the spider
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
Perhaps she'll die.

I know an old lady who swallowed a cat
Fancy that to swallow a cat
She swallowed the cat to catch the bird
She swallowed the bird to catch the spider
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
Perhaps she'll die.

I know an old lady who swallowed a dog
What a hog to swallow a dog
She swallowed the dog to catch the cat
She swallowed the cat to catch the bird
She swallowed the bird to catch the spider
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
Perhaps she'll die.

I know an old lady who swallowed a cow
I don't know how she swallowed a cow
She swallowed the cow to catch the dog
She swallowed the dog to catch the cat
She swallowed the cat to catch the bird
She swallowed the bird to catch the spider
She swallowed the spider to catch the fly
I don't know why she swallowed the fly
Perhaps she'll die.

I know an old lady who swallowed a horse
She's dead of course.

APPENDIX

Irregular Verbs

Simple Form	Past Form	Past Participle	Translation
be	was / were	been	<i>être</i>
beat	beat	beaten	<i>battre, frapper</i>
bite	bit	bitten	<i>mordre</i>
blow	blew	blown	<i>souffler</i>
break	broke	broken	<i>casser</i>
bring	brought	brought	<i>amener, apporter</i>
build	built	built	<i>construire</i>
buy	bought	bought	<i>acheter</i>
choose	chose	chosen	<i>choisir</i>
come	came	come	<i>venir</i>
cost	cost	cost	<i>coûter</i>
cut	cut	cut	<i>couper</i>
do	did	done	<i>faire</i>
draw	drew	drawn	<i>dessiner</i>
drink	drank	drunk	<i>boire</i>
drive	drove	driven	<i>conduire</i>
fall	fell	fallen	<i>tomber</i>
feel	felt	felt	<i>sentir</i>
fight	fought	fought	<i>se battre</i>
find	found	found	<i>trouver</i>
fly	flew	flown	<i>voler</i>
forbid	forbade	forbidden	<i>interdire, défendre</i>
forget	forgot	forgotten	<i>oublier</i>
forgive	forgave	forgiven	<i>pardonner</i>
get	got	gotten	<i>obtenir</i>
give	gave	given	<i>donner</i>
go	went	gone	<i>aller, partir</i>
grow	grew	grown	<i>pousser, grandir</i>
have	had	had	<i>avoir</i>
hear	heard	heard	<i>entendre</i>
hit	hit	hit	<i>frapper, taper</i>
hold	held	held	<i>tenir</i>
hurt	hurt	hurt	<i>blesser</i>
keep	kept	kept	<i>garder</i>
know	knew	known	<i>savoir, connaître</i>
lead	led	led	<i>mener</i>
leave	left	left	<i>laisser, quitter</i>
lie	lied	lied	<i>mentir</i>
lie	lay	lain	<i>se coucher</i>
lose	lost	lost	<i>perdre</i>
make	made	made	<i>faire</i>
meet	met	met	<i>(se) rencontrer</i>
pay	paid	paid	<i>payer</i>
put	put	put	<i>mettre, poser</i>
read	read	read	<i>lire</i>
ride	rode	ridden	<i>monter, conduire</i>
rise	rose	risen	<i>se lever</i>
run	ran	run	<i>courir</i>
say	said	said	<i>dire</i>
see	saw	seen	<i>voir</i>
sell	sold	sold	<i>vendre</i>
send	sent	sent	<i>envoyer</i>
sew	sewed	sewn	<i>coudre</i>
shake	shook	shaken	<i>secouer</i>
show	showed	shown	<i>montrer</i>

Simple Form	Past Form	Past Participle	Translation
sing	sang	sung	<i>chanter</i>
sit	sat	sat	<i>s'asseoir</i>
speak	spoke	spoken	<i>parler</i>
spend	spent	spent	<i>dépenser</i>
stand	stood	stood	<i>se tenir debout</i>
steal	stole	stolen	<i>voler</i>
stick	stuck	stuck	<i>coller, s'attacher</i>
strike	struck	struck	<i>frapper</i>
sweep	swept	swept	<i>balayer</i>
swim	swam	swum	<i>nager</i>
swing	swung	swung	<i>se balancer</i>
take	took	taken	<i>prendre</i>
teach	taught	taught	<i>enseigner</i>
tear	tore	torn	<i>déchirer</i>
tell	told	told	<i>dire</i>
think	thought	thought	<i>penser</i>
throw	threw	thrown	<i>jeter</i>
understand	understood	understood	<i>comprendre</i>
wake (up)	woke (up)	waked (up)	<i>se réveiller</i>
wear	wore	worn	<i>porter</i>
weave	wove	woven	<i>tisser</i>
win	won	won	<i>gagner</i>
wind	wound	wound	<i>remonter</i>
write	wrote	written	<i>écrire</i>

GLOSSARY

Word	French Translation	Chapter	Word	French Translation	Chapter
A					
an ability	<i>une aptitude</i>	13	an argument	<i>une dispute</i>	3
to be able to	<i>être capable de</i>	12	argumentative	<i>ergoteur</i>	3
an absence	<i>une absence</i>	5	an army	<i>une armée</i>	8
absent	<i>absent</i>	7	to arouse	<i>éveiller, susciter</i>	8
absurd	<i>absurde</i>	13C	an arrest	<i>une arrestation</i>	7
an accent	<i>un accent</i>	10	to be arrested	<i>être arrêté</i>	9
to accept	<i>accepter</i>	1	an arrow	<i>une flèche</i>	9
acceptable	<i>acceptable</i>	2	an art	<i>un art</i>	10
an accident	<i>un accident</i>	1	an article	<i>un article</i>	11
according to	<i>selon, d'après</i>	1	as (since, because)	<i>comme</i>	6
to accuse	<i>accuser</i>	11	as soon as	<i>dès que, aussitôt que</i>	6
accustomed to	<i>habitué à</i>	3	an aspirin	<i>une aspirine</i>	2
to act out	<i>jouer, représenter</i>	3	to assist	<i>aider</i>	4
acting	<i>le jeu</i>	4	to assume	<i>supposer, présumer</i>	10
active voice	<i>la voix active</i>	10	the Atlantic	<i>l'Atlantique</i>	9
actually	<i>effectivement, réellement</i>	4	to attach	<i>attacher</i>	9
adapted	<i>adapté</i>	1	an attack	<i>une attaque</i>	4
to address	<i>adresser</i>	2	to attend	<i>assister à</i>	4
an address	<i>une adresse</i>	2	attentive	<i>attentif</i>	9
an administration	<i>une administration</i>	3	to attract	<i>attirer</i>	12
an adult	<i>un(e) adulte</i>	10	an author	<i>un écrivain</i>	10
an advantage	<i>un avantage</i>	3	an authority	<i>une autorité</i>	5
to advise	<i>conseiller</i>	2	an avocado	<i>un avocat</i>	7
against	<i>contre</i>	4	to avoid	<i>éviter</i>	2
an agent	<i>un agent, un(e) représentant(e)</i>	6	awake	<i>éveillé</i>	3
agile	<i>agile, lesté</i>	11	to awaken	<i>éveiller, réveiller</i>	12
to agree	<i>accepter</i>	10	awful	<i>terrible</i>	2
agreeable	<i>agréable</i>	3	B		
agreeably	<i>agréablement</i>	3	in the back	<i>à l'arrière</i>	7
aid	<i>aide</i>	10	back and forth	<i>en avant et en arrière</i>	9
an airline	<i>une ligne aérienne</i>	6	balance	<i>l'équilibre</i>	4
Algeria	<i>Algérie</i>	7	a ball	<i>un ballon</i>	2
alike	<i>semblable, pareil</i>	3	a balloon	<i>une bulle</i>	2
alive	<i>vivant, en vie</i>	3	a baobab	<i>un baobab</i>	3
all day long	<i>toute la journée</i>	1	a barber	<i>un coiffeur</i>	1
to allow	<i>permettre</i>	2	a bargain	<i>un marché, une occasion</i>	7
alone	<i>seul</i>	7	to be based on	<i>être fondé sur</i>	3
an alphabet	<i>un alphabet</i>	7	a bath	<i>un bain</i>	6
although	<i>bien que</i>	5	a beard	<i>une barbe</i>	8
American	<i>américain</i>	7	a beat	<i>un battement, une mesure</i>	10
among	<i>parmi, entre</i>	8	to beat	<i>battre</i>	10
to amplify	<i>amplifier</i>	9	to beat out	<i>battre la mesure</i>	10
an ancestor	<i>un ancêtre</i>	1	to become	<i>devenir</i>	1
ancient	<i>ancien</i>	1	a bed	<i>un lit</i>	3
angry	<i>en colère</i>	2	a beginning	<i>un début, commencement</i>	5
to announce	<i>annoncer</i>	7	a belief	<i>une croyance</i>	1
an antibiotic	<i>un antibiotique</i>	2	below	<i>sous, au-dessous de</i>	4
to anticipate	<i>anticiper, prévoir</i>	3	a belt	<i>une ceinture</i>	7
apartheid	<i>l'apartheid</i>	10	a bike	<i>un vélo</i>	5
to appear	<i>apparaître</i>	3	a birth	<i>une naissance</i>	1
to applaud	<i>applaudir</i>	1	to bite	<i>mordre</i>	4, 13
an apple	<i>une pomme</i>	5	bitter	<i>amer</i>	6
to apply (to)	<i>appliquer sur</i>	5	bitterly	<i>amèrement</i>	3
to appreciate	<i>apprécier</i>	6	a black belt	<i>une ceinture noire</i>	13
Arabic	<i>l'arabe</i>	1	to blame	<i>rejeter la responsabilité de quelque chose</i>	
an area	<i>un endroit</i>	5	something on	<i>sur quelqu'un</i>	2
to argue	<i>se disputer</i>	2	somebody		
			to bless	<i>bénir</i>	4

blessing	la grâce	1
to blow	souffler	5
a body	un corps	8
body-building	(les aliments)	
(foods)	fortifiant	8
a bone	un os	1
a bookshelf	un rayon de bibliothèque	7
a bookstore	une librairie	7
both	les deux	1
a bottle	une bouteille	2
bottom	le fond	13
boxing	la boxe	4
a brake	un frein	1
a branch	une branche	5
brave	courageux, brave	7
to break down	enforcer	
(a door)	(une porte)	11
to bring		
something up	mentionner	11
to bring up	élever	1
the British	les Britanniques	6
broadcasting	la radiodiffusion	9
bronchitis	la bronchite	2
a brush	une brosse	13
a buck	un dollar	4A
a buffalo	un bison, un buffle	6
to build up	s'accumuler	5
a bulldozer	un bulldozer	12
to burn	brûler	6
the bus service	le service d'autobus	9
by the time	lorsque	5
C		
a cage	une cage	2
a cake	un gâteau	1
a calabash	unealebasse	1
to call	héler, appeler	13
to call off	annuler	1
to call on	rendre visite à, aller voir ...	1
to call up	téléphoner à	1
a candidate	un(e) candidat(e)	5
candy	bonbons	3
cards	des cartes	4
carelessly	négligemment	13
a carrier wave	une onde électromagnétique continue, onde porteuse	9
a case	un cas	6
a cassette	une cassette	13
a cassette player	un magnétophone, une platine à cassettes	3
to catch	attraper	6
to cause	causer	12
to cause damage	causer des dégâts	12
a century	un siècle	10
certain	certain, sûr	8
certain (some)	certain, quelque	7
certainly	certainement	9
challenging	défiant	4
a championship	un championnat	12
to change		
one's mind	changer d'avis	11
character	caractère, personnage ...	11
to charge	faire payer, demander ...	9
cheap	bon marché	6
to check on	aller voir, passer voir	2
cheese	fromage	8
a chemical	un produit chimique	13

a child	un enfant	8
children	enfants	1
children's rights	les droits des enfants	10
a chimney	une cheminée	3
a Chinese	un Chinois	2
a chorus	un chœur	10
a Christian	un(e) Chrétien(ne)	1
a circle	un cercle	4
to claim	prétendre	3
clear	clair, intelligible	9
clever	intelligent	4
cleverly	habilement, intelligemment	4
a climate	un climat	7
a clinic	un dispensaire	2
to close (a letter)	terminer (une lettre)	2
a coach	un entraîneur	2
a coat	un manteau	7
coca-cola	Coca-Cola	3
cocoa	le cacao	7
a code	un code	9
a cognate	un mot apparenté	4
a cold	un rhume	2
a collection	une collection	9
a combination	une combinaison	9
to combine	joindre, combiner	3
to come across	trouver par hasard, rencontrer par hasard.	1
to come back	revenir, rentrer, retourner.	5
comfortably	confortablement, à son aise	6
a comic strip	une bande dessinée	9
a comma	une virgule	2
a command	un ordre	13
to command	ordonner, commander ...	6
a commission	une commission	6
common	commun	7
a comparison	une comparaison	3
to complain	se plaindre	5
complete	complet	7
completely	complètement	5
completion	achèvement	10
compound	composé	7
comprehension	la compréhension	2
to concern	regarder, être l'affaire de	5
a conclusion	une conclusion	9, 10
condolences	des condoléances	3
to congratulate	féliciter	3
to connect	joindre	10
connecting	communicant, qui raccorde	6
to contain	contenir	2
to contaminate	contaminer	2
contaminated	contaminé	2
a continent	un continent	10
continuation	la continuation	1
contrastive	contrastif	2
to control	maîtriser	4
to control	gouverner	5
a conversation	une conversation	11
to convince	convaincre	12
coordination	coordination	4
correctly	correctement	5
a costume	un costume, un déguisement	4
a cottage	une petite maison	8
a cough	une toux	2
to cough	tousser	2

a courthouse	<i>un palais de justice</i>	9	a disadvantage	<i>un désavantage</i>	3
a cover	<i>une couverture</i>	6	to disappear	<i>disparaître</i>	5
covered	<i>couvert</i>	10	to disappoint	<i>décevoir</i>	4
a coward	<i>un lâche</i>	12	a disc jockey	<i>un animateur,</i> <i>un disc-jockey</i>	9
a craft	<i>un art, un métier</i>	10	discussion	<i>une discussion</i>	1
a craftsman	<i>un artisan</i>	10	disreputable	<i>de mauvaise réputation</i> ..	12
a criminal	<i>un(e) criminel(le)</i>	7	a distance	<i>une distance</i>	6
to criticize	<i>critiquer</i>	10	to disturb	<i>troubler, rompre</i>	6
a crocodile	<i>un crocodile</i>	6	a disturbance	<i>un trouble</i>	6
to cross out	<i>barrer</i>	1	disturbing	<i>inquiétant</i>	6
crowded	<i>bondé</i>	8	disturbingly	<i>avec inquiétude</i>	6
cruel	<i>cruel</i>	3	dominance	<i>prédominance</i>	3
a crutch	<i>une béquille</i>	1	don't ask me!	<i>allez savoir!</i> <i>est-ce que je sais!</i>	5
to cry for help	<i>appeler au secours</i>	12	to doze	<i>s'assoupir</i>	13
to cry out	<i>crier</i>	1	to dramatize	<i>dramatiser</i>	13
a cube	<i>un cube</i>	10	dread	<i>la terreur, l'effroi</i>	8
a cucumber	<i>un concombre</i>	8	a dream	<i>un rêve</i>	3
a cultural center	<i>un centre culturel</i>	9	drinking	<i>la boisson, l'alcoolisme</i>	6
to cure	<i>guérir</i>	13	to drive away	<i>chasser</i>	10
a current	<i>un courant</i>	9	a driver's license	<i>un permis de conduire</i>	12
a custom	<i>une coutume,</i> <i>une tradition</i>	1	a drought	<i>une sécheresse</i>	5, 12
to cut down	<i>couper, abattre</i>	5	a drug	<i>une drogue,</i> <i>un médicament</i>	2
D			a drum	<i>un tambour</i>	1
dad	<i>papa</i>	7	to drum	<i>battre le tambour</i>	10
damage	<i>dégâts</i>	12	a drummer	<i>un joueur de tambour</i>	10
a dance step	<i>un pas</i>	10	a drumstick	<i>une baguette</i> <i>de tambour</i>	10
danger	<i>le danger, le péril</i>	5	drunkenness	<i>l'ivresse</i>	9
dangerous	<i>dangereux</i>	2	dry	<i>sec</i>	13
dangerously	<i>dangereusement</i>	5	a dune	<i>une dune</i>	5
to dare	<i>oser</i>	6	a duty	<i>un devoir, une obligation</i>	11
a daughter	<i>une fille</i>	2	E		
to daydream	<i>rêvasser</i>	9	an ear	<i>une oreille</i>	1
dead	<i>mort(e)</i>	3	the Earth	<i>la terre, le sol</i>	8
deadly	<i>mortellement</i>	3	eastern	<i>de l'est</i>	10
dear	<i>cher</i>	6	education	<i>l'éducation</i>	3
death	<i>la mort</i>	3	an effect	<i>un effet</i>	5
to deceive	<i>tromper</i>	4	the Eiffel Tower	<i>la Tour Eiffel</i>	12
a decision	<i>une décision</i>	6, 11	either	<i>non plus</i>	3
to declare	<i>déclarer</i>	6	to elect	<i>élire</i>	10
deductive	<i>déductif</i>	6	an election	<i>une élection</i>	5
deep	<i>profond</i>	10	electric / electrical	<i>électrique</i>	9
to defeat	<i>vaincre, battre</i>	4	electrically	<i>électriquement</i>	9
to defend	<i>défendre</i>	8	electricity	<i>l'électricité</i>	9
defense	<i>défense</i>	11	to electrify	<i>électrifier</i>	9
delicate	<i>délicat</i>	6	an electromagnet	<i>un électro-aimant</i>	9
delicious	<i>délicieux</i>	5	electronics	<i>l'électronique</i>	4
to demand	<i>exiger</i>	8	to emphasize	<i>appuyer sur,</i> <i>mettre en valeur</i>	11
to deny	<i>nier</i>	13	empty	<i>vide</i>	5
to destroy	<i>détruire</i>	12	to encourage	<i>encourager</i>	5
a detective	<i>un détective, un agent</i> <i>de la sûreté</i>	7	an encyclopedia	<i>une encyclopédie</i>	7
to detest	<i>détester</i>	3	to endanger	<i>mettre en danger, exposer</i>	5
to devastate	<i>dévaster</i>	12	an ending	<i>une fin</i>	6
a diaphragm	<i>un diaphragme</i>	9	an enemy	<i>un(e) ennemi(e)</i>	8
to die	<i>mourir</i>	3	an engineer	<i>un ingénieur</i>	9
a diet	<i>une alimentation</i>	8	England	<i>l'Angleterre</i>	7
to differ	<i>différer</i>	3	enough	<i>assez</i>	2
a difference	<i>une différence</i>	3	entertainment	<i>distraction, divertissement</i>	4
different	<i>différent</i>	3	an equal	<i>un égal, une égale</i>	3
differently	<i>différemment</i>	3	equal	<i>égal</i>	3
to direct	<i>guider, diriger</i>	10	to equal	<i>égaler</i>	3
a direct object	<i>un complément (d'objet)</i> <i>direct</i>	9	equally	<i>également</i>	3
directly	<i>directement</i>	5	equipment	<i>équipement</i>	10
dirt	<i>la saleté</i>	6			
dirty	<i>sale, malpropre</i>	2			

equivalent	équivalent.....	6	to follow	suivre.....	2
to erase	raturer, effacer, rayer.....	10	to forbid	interdire.....	2
to escape	(s') échapper, s'évader (prison).....	7	forbidden	interdit, défendu.....	10
an Eskimo	un Esquimau.....	1	to force	forcer, obliger.....	2
especially	en particulier, surtout.....	6	a forefather	un ancêtre.....	1
Europe	l'Europe.....	4	foreign	étranger.....	10
even	même, aussi bien.....	3	forever	pour toujours.....	8
even so	quand même.....	10	to form	former.....	3
evening	le soir.....	2	a form	une forme, genre.....	4
excellent	excellent.....	3	formidable	redoutable.....	8
except	sauf.....	11	a fraction	une fraction, la plus petite partie.....	9
an exception	une exception.....	1	free	libre.....	4
exceptional	exceptionnel.....	3	freedom	la liberté.....	11
to exchange	échanger.....	9	Freestyle	le style libre.....	4
to excite	exciter.....	10	frenzy	la frénésie.....	10
excitedly	avec agitation.....	10	frequency	une fréquence, répétition.....	5
excitement	émoi, agitation, émotion.....	10	frequent	fréquent, nombreux.....	5
exciting	passionnant, excitant.....	3	frequently	fréquemment.....	5
to exclaim	s'exclamer.....	2	the front	le devant, la face.....	7
excuse me	excusez-moi, pardon.....	9	fun	l'amusement.....	2
to exercise	se donner de l'exercice, prendre de l'exercice.....	2	a function	une fonction.....	1
to exist	exister.....	12	a funeral	un enterrement.....	10
expansion	expansion.....	1	funny	drôle.....	3
to expect	s'attendre à.....	5	G		
expectation	une attente, espérance.....	12	a game	un jeu.....	4
expected	attendu.....	12	a gate	une porte.....	1
expense	une dépense, des frais.....	6	to gather	s'assembler.....	1
expensive	cher.....	6	in general	en général.....	2
expensively	à grands frais.....	6	gently	doucement.....	6
an expert	un expert.....	2	geography	la géographie.....	3
to explain	expliquer.....	6	a gerund	un gérondif.....	3
explainable	explicable.....	9	to get away with something	parvenir à faire quelque chose de négatif sans être puni.....	7
an explanation	une explication.....	9	to get back	revenir, regagner.....	5
to express	exprimer.....	2	to get off	descendre de.....	1
F			to get on	entrer, monter.....	1
to face	faire face à, affronter.....	7	to get somebody to do something	faire faire quelque chose par quelqu'un.....	13
a face	un visage.....	10	to give birth (to)	donner naissance (à).....	3
a fact	un fait.....	1	to give up	abandonner, renoncer à.....	5
in fact	en fait.....	9	a glass	un verre.....	8
to fail	échouer.....	2	glasses	des lunettes.....	1
a fair	une foire.....	5	a glossary	un glossaire, un lexique.....	10
fair	juste.....	6	glue	colle.....	5
a false cognate	un faux ami.....	4	go ahead	allez-y.....	1
famous	célèbre.....	2	to go down	descendre.....	7
fancy that!	tiens!.....	13C	to go on	se dérouler, durer.....	11
fantastic	fantastique, extra, super.....	4	a goal	un but.....	4
fasting	le jeûne.....	13	to be good at something	être bon en quelque chose.....	3
a father-in-law	un beau-père.....	11	good will	bonne volonté.....	10
a fault	une faute.....	2	(my) gosh!	ça alors! nom d'un chien!	2
a favor	un service, une faveur.....	2	government	le gouvernement.....	12
favorite	favori, préféré.....	4	to grab	saisir.....	4
a fence	une clôture, enceinte, barrière.....	13	grandparents	grands-parents.....	2
to fetch	aller chercher.....	8	to grant	accorder, concéder.....	1
few	peu (de).....	11	to grasp	empoigner, saisir.....	4
fewer	moins de.....	3	gray	gris.....	7
to figure out	déchiffrer, comprendre.....	1	great	grand.....	4
to fill	emplir, remplir.....	1	a great deal	beaucoup.....	11
firewood	bois de chauffage.....	5	great!	magnifique!.....	12
the first-born	le premier-né, l'aîné.....	1	Greco-Roman	Gréco-Romain.....	4
flat (tire)	dégonflé (pneu).....	5	a green light	un feu vert.....	4A
a flight	un vol.....	6	a group	un groupe.....	10
to flow	couler.....	13	a guardian	un tuteur.....	2
to fly	aller en avion.....	6			
a folk tale	un conte populaire.....	4			

a guava	une goyave.....	8	to improve	améliorer.....	8
to guess	supposer	7	improved	amélioré.....	8
a guest	un(e) invité(e).....	1	an improved		
to guide	guider.....	11	cookstove	un foyer amélioré	13c
a guided letter	une lettre dirigée	2	an improvement	une amélioration	8
a gun	un canon, un fusil, un pistolet, un revolver	7	in addition to	en plus de	12
H			to include	comprendre, inclure	6
a half-sister	une demi-soeur.....	3	indefinite	indéfini.....	1
a handle	un manche, une poignée (porte).....	13	to indent	renforcer.....	8
hardest	(les cas les) plus difficiles..	7	an indentation	un renforcement.....	2
to harvest	moissonner, récolter	5	independent	indépendant.....	5
to hate	haïr, détester	2	to indicate	indiquer.....	3
hateful	haïssable	11	indirect	indirect.....	9
I have	il me reste		an indirect object	un complément (d'objet) indirect.....	9
something left	quelque chose.....	3	inexplicable	inexplicable.....	9
to head for	se diriger vers.....	12	an infant	un enfant en bas âge, bébé	1
healthier	plus sain, en meilleure santé	8	inferiority	infériorité	3
by heart	par cœur	1	an infinitive	un infinitif.....	2
heavy	lourd	3	information	renseignement(s).....	3
a hero	un héros.....	4	an injection	une injection, une piqûre.	11
hi	salut!, hé!.....	13	injustice	l'injustice	11
high-jumping	saut en hauteur.....	4	an inner tube	une chambre à air	5
a hobby	un passe-temps.....	4	innocence	l'innocence	11
a hog	un porc.....	13C	inside	à l'intérieur.....	5
a hold	une prise	4	to insist	insister	3
to hold back	contenir.....	5	instead of	au lieu de.....	3
to hold up	attaquer à main armée....	7	an instrument	un instrument.....	10
to hold your ground	tenir ferme	12	insubordination	l'insubordination	3
a holdup	un hold-up	7	to interrupt	interrompre, couper	9
a home	un foyer, un chez-soi	10	to interview	avoir une entrevue avec, interviewer.....	9
honest	honnête	13	intoxicated	ivre	9
honor	l'honneur.....	1	intransitive	intransitif	5
honorable	honorable, d'honneur.....	6	an introduction	une introduction	10
to hope	espérer	2	to invent	inventer.....	10
hopeless	sans espoir	5	invisible	invisible.....	12
horseback riding	équitation	4	it's a shame	c'est dommage.....	2
a host	un hôte.....	10	an Italian	un Italien	8
a hotel	un hôtel.....	7	italicized	en italique.....	5
how often	combien de fois?.....	2	Italy	l'Italie.....	8
however	cependant, pourtant.....	3	J		
to hunt	chasser	12	a jail	une prison	12
a hunter	un chasseur	2	jail	la prison.....	4
to hurt	faire du mal à.....	3	jam	une confiture.....	7
to hurt	faire mal.....	2	Japanese	japonais	4
a hut	une case, une hutte.....	1	jealous	jaloux	3
a hyena	une hyène	6	a joke	une plaisanterie	6
a hyphen	un trait d'union.....	7	a journalist	un journaliste	7
I			a judge	un juge	4
ice	glace.....	8	a jungle	une jungle.....	6
an identity card	une carte d'identité.....	7	just	juste	1
an idiomatic	une expression		just as	tel que.....	7
expression	idiomatique.....	3	just like	tout comme	3
to ignore	feindre d'ignorer, affecter, négliger.....	9	K		
imagination	l'imagination.....	10	to keep somebody	tenir compagnie	
imaginative	imaginatif.....	10	company	à quelqu'un	8
imaginatively	avec imagination	10	a key	une clef, une clé.....	10,13
to imagine	imaginer, s'imaginer.....	10	a kicker	quelqu'un qui marque des goals	4
immediately	immédiatement, tout de suite	1	a kid	un(e) gosse.....	10
imperative	l'impératif.....	7	to kill	tuer	2
impolite	impoli.....	3	a kilogram	un kilogramme.....	6
impressions	impressions, idées	11	kindness	la bienveillance, la gentillesse	

a kingdom	<i>un royaume</i>	6
a kite	<i>un cerf-volant</i>	13
a kitten	<i>un chaton</i>	13
knowledge	<i>la connaissance</i>	7
Koran	<i>le Coran</i>	1
L		
a lady	<i>une dame</i>	5
a lake	<i>un lac</i>	12
land	<i>la terre, un pays, un terrain</i>	3
to land	<i>atterrir</i>	1
lately	<i>ces jours-ci</i>	2
a law	<i>une loi</i>	2
the law	<i>la loi</i>	12
lazy	<i>paresseux</i>	5
a leader	<i>un chef</i>	10
at least	<i>au moins</i>	11
leather	<i>le cuir</i>	10
to leave out	<i>omettre, oublier, exclure..</i>	2
a lecture	<i>une conférence</i>	9
a lemon	<i>un citron</i>	3
to lend	<i>prêter</i>	2
less	<i>moins</i>	3
to let somebody	<i>laisser quelqu'un</i>	
do something	<i>faire quelque chose</i>	13
to let something/	<i>laisser tomber quelque</i>	
someone fall	<i>chose / quelqu'un</i>	4
let's see	<i>voyons</i>	2
a library	<i>une bibliothèque</i>	7
to lie down	<i>se coucher, s'allonger</i>	6
to lift up	<i>soulever</i>	4
a light	<i>la lumière, éclairage</i>	
	<i>à l'électricité</i>	1
light	<i>une lumière</i>	9
little	<i>peu (de)</i>	11
little by little	<i>petit à petit</i>	1
live	<i>vivant</i>	12
a lizard	<i>un lézard</i>	8
a log	<i>une bûche</i>	3
lonely	<i>seul, solitaire</i>	8
to look after	<i>prendre soin de</i>	1
to look forward to	<i>attendre avec impatience</i>	9
to look into	<i>examiner</i>	7
to look like	<i>ressembler à</i>	3
to lose one's		
balance	<i>perdre son équilibre</i>	4
lost	<i>perdu</i>	11
a lottery	<i>une loterie</i>	5
loudly	<i>fort, bruyamment</i>	1
a loudspeaker	<i>un haut-parleur</i>	9
in love	<i>amoureux</i>	11
to love	<i>aimer</i>	2
loving	<i>affectueux</i>	11
lovingly	<i>affectueusement</i>	11
(to be) lucky	<i>avoir de la chance</i>	1

M		
a machine	<i>une machine</i>	6
a magazine	<i>un magazine, journal,</i>	
	<i>une revue</i>	9
majestic	<i>majestueux, auguste</i>	12
to make friends	<i>se faire des amis</i>	6
to make fun of	<i>se moquer de</i>	13
to make one's		
mind up	<i>se décider à faire</i>	11
to make up	<i>inventer</i>	1
malnourished	<i>mal nourri</i>	8
Mandinka	<i>Mandinka</i>	1

a man eater	<i>un(e) cannibale</i>	4
to manipulate	<i>manipuler</i>	4
to mark	<i>marquer, cocher</i>	4
a marriage	<i>un mariage</i>	11
marvelous	<i>formidable, merveilleux</i> ...	8
a master	<i>un maître</i>	12
a mastermind	<i>un esprit supérieur</i>	7
a mat	<i>une natte</i>	4
to match	<i>opposer</i>	4
a match	<i>un match</i>	4
to match	<i>opposer</i>	
	<i>somebody against</i>	
	<i>celui-ci à</i>	
	<i>somebody</i>	
	<i>celui-là</i>	4
material	<i>tissu</i>	11
may	<i>pouvoir</i>	12
a meal	<i>un repas</i>	8
to mean to say	<i>vouloir dire</i>	13
a meaning	<i>une signification</i>	3
meaningfully	<i>significativement</i>	2
to meet someone	<i>rencontrer quelqu'un</i>	
	<i>somewhere</i>	
	<i>quelque part</i>	2
a member	<i>un membre</i>	1
to memorize	<i>retenir, apprendre</i>	
	<i>par coeur</i>	4
mental	<i>mental, intellectuel</i>	4
a message	<i>un message</i>	8
metal	<i>le métal</i>	10
a meter	<i>un mètre</i>	4
a microphone	<i>un microphone</i>	9
might	<i>pouvoir</i>	12
a millimeter	<i>un millimètre</i>	4
a million	<i>un million</i>	4A
a mine	<i>une mine</i>	10
a minister	<i>un ministre</i>	6
a misadventure	<i>une mésaventure,</i>	
	<i>un contretemps</i>	5
to miss	<i>manquer</i>	2
to miss someone	<i>regretter l'absence</i>	
	<i>de quelqu'un,</i>	
	<i>manquer à quelqu'un</i>	
	<i>absent, perdu</i>	1
missing	<i>absent, perdu</i>	7
a mistake	<i>une erreur</i>	6
a mix	<i>un mélange</i>	8
to mix	<i>mélanger</i>	8
a modal	<i>un auxiliaire, un modal</i>	6
a model	<i>un modèle</i>	2
modern	<i>moderne</i>	10
to modify	<i>modifier</i>	7
a moment	<i>un moment, un instant</i>	6
a monkey	<i>un singe</i>	10
the moon	<i>la lune</i>	3
more of the same	<i>encore la même chose</i> ...	10
most	<i>très, bien</i>	7
mostly	<i>pour la plupart,</i>	
	<i>le plus souvent</i>	7
a movement	<i>mouvement</i>	5
multiplication tables	<i>tables de multiplication</i> ...	4A
to multiply	<i>multiplier</i>	1
a mystery	<i>un mystère</i>	1

N		
to name	<i>nommer, désigner</i>	4
to name someone	<i>appeler quelqu'un</i>	
	<i>after something</i>	
	<i>en souvenir</i>	
	<i>de quelque chose</i>	1
to be named	<i>être nommé,</i>	
	<i>recevoir le nom de</i>	1
a naming ceremony	<i>un baptême</i>	1

national	<i>national</i>	12
the national anthem	<i>l'hymne national</i>	1
a national exam	<i>un examen national</i>	3
natty	<i>pimpant, coquet, chic</i>	7
natural	<i>naturel</i>	10
nearby	<i>près</i>	5
nearly	<i>de près, à peu près, presque</i>	5
necessary	<i>nécessaire</i>	6
a necessity	<i>une nécessité, un besoin, une obligation</i>	5
a net	<i>un filet</i>	12
a newborn	<i>un nouveau-né</i>	1
newlyweds	<i>nouveaux mariés</i>	10
the news	<i>les informations, les actualités</i>	1
a newspaper	<i>un journal</i>	7
next door	<i>(la maison) d'à côté</i>	5
noble	<i>noble</i>	6
non-violent	<i>pas violent</i>	5
none of your business	<i>ça ne vous regarde pas</i>	5
normal	<i>normal</i>	5
northern	<i>du nord, septentrional</i>	10
not yet	<i>pas encore</i>	5
a notebook	<i>un cahier</i>	7
to notice	<i>remarquer</i>	11
nourishment	<i>la nourriture, les aliments</i> ..	8
to number	<i>numéroter</i>	2
a nurse	<i>un(e) infirmier(ère)</i>	2
nutrition	<i>la nutrition, l'alimentation</i>	8
a nutritionist	<i>nutritionniste, diététicien</i> ..	8

O		
an object	<i>un complément (d'objet)</i>	3
an objective	<i>un objectif</i>	12
to occur	<i>avoir lieu, se produire</i>	1
an ocean	<i>un océan</i>	9
offense	<i>offensive</i>	11
to offer	<i>offrir</i>	10
an officer	<i>un agent (de police)</i>	7
to omit	<i>omettre</i>	10
once upon a time	<i>il était une fois</i>	3
(a) one way (ticket)	<i>(un billet) simple</i>	7
an opinion	<i>un avis, une opinion</i>	4, 13
an opponent	<i>un opposant, adversaire</i> ..	4
to oppose	<i>s'opposer à</i>	4
opposing	<i>opposé</i>	4
an opposition	<i>une opposition</i>	4
optimism	<i>optimisme</i>	5
optimistic	<i>optimiste</i>	5
or else	<i>autrement, sinon</i>	2
to order	<i>ordonner</i>	6
an order	<i>un ordre</i>	13C
in order to	<i>pour</i>	13
to organize	<i>organiser</i>	10
an origin	<i>une origine</i>	4
original	<i>original</i>	10
out of practice	<i>perdre la main, sans exercice</i>	4
to overcome	<i>surmonter</i>	8
to overhear	<i>surprendre</i>	1
owned	<i>possédé</i>	7

P		
a package	<i>un colis, un paquet</i>	11
paint	<i>la peinture</i>	13
a paint brush	<i>une brosse à peinture</i>	13

to paint something	<i>peindre quelque chose en (couleur)</i>	13
a palm	<i>un palmier</i>	7
paradise	<i>le paradis</i>	2
a parasite	<i>un parasite</i>	11
a park	<i>un parc</i>	12
a park ranger	<i>un garde forestier</i>	12
particular	<i>particulier, spécial</i>	13
partly	<i>en partie, partiellement</i> ..	7
a partner	<i>un associé</i>	7
to pass	<i>passer</i>	2
a passenger	<i>un passager</i>	2
passive voice	<i>voix passive</i>	10
a passport	<i>un passeport</i>	1
the past perfect	<i>le plus-que-parfait</i>	5
paste (millet)	<i>pâte (de mil)</i>	8
pastime	<i>divertissement, distraction</i>	6
a patch	<i>une mèche</i>	1
a patch	<i>une rustine, une pastille</i> ..	5
a pattern	<i>un modèle</i>	9
to pay attention	<i>faire attention</i>	8
peace	<i>la paix</i>	6
peaceful	<i>tranquille, calme, paisible</i>	5
peas	<i>petits pois</i>	8
a (hot) pepper	<i>un piment (chaud)</i>	11
perfect	<i>parfait, sans défaut</i>	13
perfectly	<i>parfaitement</i>	13
perhaps	<i>peut-être</i>	8
a periodical	<i>un périodique</i>	9
to permit	<i>permettre, autoriser</i>	2
pessimism	<i>le pessimisme</i>	5
pessimistic	<i>pessimiste</i>	5
a photo album	<i>un album photo</i>	
a photograph	<i>une photo(graphie)</i>	4
physical	<i>physique</i>	4
to pick up (receive)	<i>capter</i>	9
to pick up	<i>soulever</i>	1
a picture	<i>une image, un dessin</i>	2
a piece	<i>un morceau</i>	1
a pilgrim	<i>un pèlerin</i>	7
a pill	<i>une pilule, un cachet, ...</i>	2
to plan to do something	<i>projeter de faire quelque chose</i>	1
a plane	<i>un avion</i>	1
a plant	<i>une plante</i>	8
a plantation	<i>une plantation</i>	7
pleasant	<i>agréable, charmant</i>	6
pleasantly	<i>aimablement</i>	6
to please	<i>satisfaire, contenter</i>	6
a pleasure	<i>un plaisir</i>	6
plenty of	<i>bien assez de, en abondance</i>	6
a poem	<i>un poème</i>	8B
a point	<i>un point</i>	4
to point at	<i>pointer vers, montrer du doigt</i>	3
to point out	<i>indiquer, signaler, faire remarquer</i>	1
to poison	<i>empoisonner</i>	2
poisoning	<i>intoxication alimentaire</i> ..	9
the police	<i>la police</i>	2
a policeman	<i>un agent de police</i>	2
polite	<i>poli</i>	2
polygamous	<i>polygame</i>	3
polygamy	<i>la polygamie</i>	3
popular	<i>populaire</i>	4
porridge	<i>de la bouillie</i>	8
a Portuguese	<i>un Portugais</i>	8

a position	<i>une situation, position</i>	3	quickness	<i>vitesse, rapidité</i>	4
a possession	<i>une possession</i>	6	quotation marks	<i>guillemets</i>	2
a possibility	<i>une possibilité</i>	5			
to pour	<i>verser</i>	13C	R		
powerful	<i>puissant, fort</i>	9	a rabbit	<i>un lapin</i>	6
to practice	<i>s'entraîner</i>	2	a race	<i>une course</i>	4
to pray	<i>prier</i>	1	a radio program	<i>une émission</i> <i>radiophonique</i>	9
to precede	<i>précéder</i>	5	a radio station	<i>une station de radio</i>	9
preferable	<i>préférable</i>	2	a radio wave	<i>une onde radio</i>	9
preferred	<i>préféré</i>	2	to raise	<i>lever</i>	7
pregnant	<i>enceinte, grosse</i>	3	Ramadan	<i>le Ramadan</i>	3
a preposition	<i>une préposition</i>	4	to range	<i>varier, parcourir</i>	11
to prescribe	<i>prescrire</i>	9	a ranger	<i>un garde forestier</i>	12
a present	<i>un cadeau</i>	13C	rarely	<i>rarement</i>	7
the present perfect	<i>le passé composé</i>	1	a rat	<i>un rat</i>	13
(at the) present time	<i>actuellement</i>	4	rats!	<i>mon oeil, zut alors!</i>	5
presented	<i>présenté</i>	9	a reading	<i>une lecture</i>	9
to pretend	<i>faire semblant de</i>	13	ready	<i>prêt</i>	
pretty bad	<i>assez mauvais</i>	4	real	<i>vrai, réel</i>	7
pretty good	<i>assez bon, bien</i>	4	really	<i>vraiment</i>	7
to print	<i>imprimer</i>	7	a reason	<i>une raison</i>	3
a prisoner	<i>un prisonnier</i>	9	recent	<i>récent</i>	13
a prize	<i>un prix</i>	4	to recognize	<i>reconnaître</i>	7
probably	<i>probablement</i>	9	to record	<i>enregistrer</i>	9
a problem	<i>un problème</i>	3	to reduce	<i>réduire, diminuer</i>	5
to produce	<i>produire</i>	6	to refer	<i>faire référence</i>	10
professional	<i>professionnel</i>	4	a reference	<i>une référence</i>	9
a program	<i>un programme</i>	9	a refrigerator	<i>un réfrigérateur</i>	3
progress	<i>le progrès</i>	10	to refuse	<i>refuser</i>	9
to prohibit	<i>prohiber, interdire de</i>	3	to regard	<i>considérer, estimer</i>	3
a project	<i>un projet</i>	11	a region	<i>une région</i>	10
a project	<i>un projet</i>	5	regularly	<i>régulièrement</i>	3
to promise	<i>promettre</i>	1	related to	<i>en rapport avec</i>	12
to pronounce	<i>prononcer</i>	6	a relative clause	<i>une subordonnée</i> <i>relative</i>	4
pronunciation	<i>la prononciation</i>	6	to relax	<i>se détendre</i>	11
prosperous	<i>prospère</i>	5	remotest	<i>le plus éloigné, lointain</i>	12
protective (foods)	<i>protecteur, préservateur</i> ..	8	to remove	<i>enlever</i>	5
to protest	<i>protester</i>	6	to repair	<i>réparer</i>	5
proud	<i>fier</i>	12	to reply	<i>répondre</i>	1
proudly	<i>fièrement, orgueilleusement</i>	5	to report	<i>rapporter,</i> <i>rendre compte de</i>	1
to prove it	<i>pour le prouver</i>	10	a report	<i>un rapport</i>	6
to provide	<i>pouvoir, fournir</i>	5	reported speech	<i>discours indirect</i>	2
to provide	<i>fournir</i>		a reporter	<i>un reporter,</i> <i>une journaliste</i>	10
somebody with	<i>quelque chose</i>		to represent	<i>représenter</i>	1
something	<i>à quelqu'un</i>	5	reputable	<i>honorabile, réputé</i>	12
to pump up	<i>gonfler</i>	5	a reputation	<i>une réputation</i>	12
punctuation	<i>la ponctuation</i>	2	reputedly	<i>à ce qu'on dit</i>	12
to punish	<i>punir</i>	1	a request	<i>une demande</i>	2
on purpose	<i>exprès, intentionnellement</i>	1	to require	<i>exiger, requérir,</i> <i>demander</i>	4
a purpose	<i>un but, un objet</i>	11	required	<i>exigé, demandé</i>	4
a purse	<i>un sac à main</i>	2	a requirement	<i>une exigence,</i> <i>un besoin</i>	4
to push	<i>pousser</i>	6	to resist	<i>résister</i>	8
a push	<i>une poussée</i>		a resource	<i>une ressource</i>	5
to put down	<i>poser, déposer</i>	1	responsible	<i>responsable</i>	1
to put off	<i>différer, remettre,</i> <i>ajourner</i>	1	a restaurant	<i>un restaurant</i>	4
to put up	<i>lever, hisser</i>	1	a result	<i>un résultat</i>	1
to put up	<i>accrocher, afficher</i>	8	to result (from)	<i>résulter de, provenir de</i>	3
			to retreat	<i>se retirer, reculer,</i> <i>se replier</i>	4
Q			to return		
a quality	<i>une qualité, un talent</i>	1	something to		
a quantity	<i>une quantité</i>	10	someone	<i>rendre, restituer</i>	6
to quarrel	<i>se quereller, se brouiller,</i> <i>se disputer</i>	3			
a quarrel	<i>une dispute, une querelle</i>	3			
quarrelsome	<i>querelleur</i>	3			
quick	<i>rapide</i>	4			
quickly	<i>vite, rapidement</i>	2			

to rewrite	<i>réécrire</i>	3	to shout	<i>crier</i>	2, 13
a rhinoceros	<i>un rhinocéros</i>	6	to shrug	<i>hausser (les épaules)</i>	12
a rhythm	<i>un rythme,</i> <i>une cadence</i>	10	a side	<i>un côté</i>	5
riches	<i>la richesse</i>	8	to signal	<i>faire des signaux</i>	9
to ride	<i>aller à bicyclette</i>	5	a signal	<i>un insigne</i>	9
the right to	<i>le droit de faire</i> <i>quelque chose</i>	6	a signal (radio)	<i>un indicatif</i>	9
do something	<i>une ride (d'eau)</i>	9	a silence	<i>un silence</i>	11
a ripple	<i>une rivière, un fleuve</i>	3	silent	<i>silencieux</i>	8
a river	<i>voler, dévaliser</i>	7	silently	<i>silencieusement</i>	5
to rob	<i>un voleur</i>	7	similar	<i>semblable</i>	2
a robber	<i>un rôle</i>	1	a similarity	<i>une ressemblance,</i> <i>similitude</i>	4
a role	<i>un toit</i>	6	similarly	<i>de la même façon</i>	2
a roof	<i>espace, place</i>	6	simple	<i>simple, naturel</i>	10
room	<i>une routine, le train-train</i> <i>de la vie quotidienne</i> ...	12	a sin	<i>un péché</i>	13
a routine	<i>un rang, une rangée,</i> <i>une ligne</i>	5	since	<i>depuis que</i>	1
a row	<i>une règle</i>	4	to sip	<i>siroter</i>	10
a rule	<i>gouverner</i>	11	a situation	<i>une situation</i>	5
to rule	<i>se précipiter, se ruer</i>	2	a skill	<i>une habileté, dextérité</i>	4
to rush	<i>russe</i>	4	skillful	<i>habile, adroit</i>	4
Russian			skillfully	<i>adroitement</i>	4
			skin	<i>la, une peau</i>	6
S			to skin somebody		
safe	<i>en sécurité</i>	5	alive	<i>ratiboiser, écorcher vif</i>	13
safely	<i>sans risque, sans danger,</i> <i>sans accident</i>	5	a slaughter	<i>un abattage</i>	12
safety	<i>sécurité</i>	5	a slave	<i>un esclave</i>	10
Sahelian	<i>sahélien</i>	9	slow	<i>lent</i>	2
a salad	<i>une salade</i>	3	to slow down	<i>ralentir</i>	1
the same	<i>le même</i>	3	smart	<i>intelligent</i>	2
to save	<i>sauver</i>	5	to smell (like)	<i>sentir</i>	3
to save	<i>garder, épargner</i>	9	to smile	<i>sourire</i>	8
say	<i>dis</i>	13	to smoke	<i>fumer</i>	1
a scar	<i>une cicatrice, une balafre</i> <i>effrayer, faire peur à</i>	12	to sneak (out)	<i>sortir furtivement,</i> <i>s'esquiver, s'écclipser</i>	3
to scare	<i>un foulard, une écharpe</i> ..	6	sneakers	<i>chaussures de tennis,</i> <i>de gymnastique</i>	7
a scarf	<i>un horaire</i>	9	to sneeze	<i>éternuer</i>	2
a schedule	<i>une bourse d'étude</i>	5	to sob	<i>sangloter</i>	11
a scholarship	<i>un(e) scientifique, un savant</i> <i>les ciseaux</i>	13	social	<i>social</i>	10
a scientist	<i>un(e) secrétaire</i>	10	society	<i>la société</i>	4
scissors	<i>rarement</i>	3	soft	<i>doux</i>	11
a secretary	<i>choisir, sélectionner</i>	9	a soldier	<i>un soldat, un militaire</i>	12
seldom	<i>auto</i>	7	to solve	<i>élucider, résoudre</i>	7
to select	<i>émettre (des ondes)</i>	9	to be sorry	<i>être désolé</i>	3
self	<i>séparable</i>	1	a sort	<i>un genre</i>	2
to send out (waves)	<i>servir</i>	10	to sound (like)	<i>avoir le son de</i>	3
separable	<i>fixer une date</i>	11	to sound (like)	<i>un son qui ressemble</i>	3
to serve	<i>faire ressortir, partir</i>	11	a space	<i>un espace</i>	7
to set a date	<i>mettre le feu à</i>	6	to speak out	<i>s'élever contre</i> <i>quelque chose</i>	10
to set off	<i>fixer, établir, s'installer</i>	4	special	<i>spécial</i>	1
to settle	<i>coudre</i>	3	speed	<i>la vitesse</i>	4
to sew			the speed of light	<i>la vitesse de la lumière</i>	9
to shake hands			to spend one's		
(with)	<i>serrer la main (à)</i>	11	whole life	<i>passer toute sa vie</i>	10
shameful	<i>honteux</i>	11	spicy	<i>épicé, piquant</i>	8
a share	<i>une part</i>	8B	a spider	<i>une araignée</i>	13C
to shave (off)	<i>raser, se raser</i>	1	to spread	<i>se répandre, étaler</i>	11
a shelf	<i>une étagère, un rayon</i>	6	to spread out	<i>s'étendre</i>	9
to shine	<i>briller</i>	8	to squeeze	<i>serrer, presser</i>	10
shiny	<i>brillant</i>	13	to state	<i>énoncer, déclarer</i>	6
to be shocked at	<i>scandalisé, choqué</i>	5	a state	<i>un état</i>	6
a shop	<i>magasin</i>	7	a statement	<i>une déclaration</i>	6
a shopkeeper	<i>un marchand, un</i> <i>commerçant,</i> <i>un boutiquier</i>	7	a station	<i>une station</i>	9
a shoulder	<i>une épaule</i>	4	a step	<i>un degré, un pas</i>	1
			a stick	<i>un petit rameau</i>	10
			to stir	<i>remuer</i>	13
			a stone	<i>une pierre</i>	13

a store	un magasin, une boutique	3	tenderness	une tendresse, sensibilité	11
a strategy	une stratégie	4	tennis	le tennis	7
a stream	cours d'eau, ruisseau	3	(to be) terrible at	être mauvais à / en	4
strength	la force, les forces	1	terribly	très mal	2
stress	accent	3	to thank	remercier	2
to strike	réussir un coup	7	that way	de cette manière, de cette façon,	
striped	rayé, zébré	1		comme cela	3
a structure	une structure	2	there's no way	il est impossible que	5
studies	études	5	thick	épais, gros	5
a studio	un studio	9	to think	penser	1
stupid	bête	12	to think of	songer à	3
submission	soumission	13	thirst	la soif	4
to submit	soumettre	13	a thought	une pensée	8
a subordinate	une proposition		thoughtful	sérieux, réfléchi	11
clause	subordonnée	12	thoughtfully	pensivement, avec réflexion	11
to succeed	réussir	4	thoughtless	irréfléchi, inconsideré	11
success	succès (sg., pl.)	1	a thousand	mille, un millier	5
successful	couronné de succès, qui a réussi	4	to throw (out)	chasser, jeter dehors	6
successfully	avec succès	4	to throw down	jeter à terre	4
to suggest	suggérer	12	a ticket	un billet	1
a suggestion	une suggestion	8	to tickle	chatouiller	13C
a suitcase	une valise	6	a tin can	une boîte d'étain, métallique	10
Sumo	le Sumo	4	a tire	un pneu	5
the sun	le soleil	3	a title	un titre	8
sunglasses	les lunettes de soleil	10	together	ensemble	3
superiority	une supériorité	3	a tom-tom	un tam-tam	1
a superlative	un superlatif	4	too	aussi	3
to supply	fournir	5	a tournament	un tournoi	4
sure	certain	11	a tower	une tour	9
to surprise	surprendre	4	traditionally	traditionnellement	1
to suspect	soupçonner	8	a traffic jam	un embouteillage	7
to suspend	suspendre, interrompre	10	to train	entraîner	12
a suspicion	un soupçon	8	a transistor	un transistor	9
suspicious	soupçonneux	8	transitive	transitif	5
suspiciously	soupçonneusement	8	to translate	traduire	1
to swallow	avaler	13C	a transmission	une transmission	9
sweat	la sueur, la transpiration	6	a transmitter	un émetteur	9
to sweep	balayer	1	transparent	transparent	8
sweet	doux, sucré	1	to transport	transporter	10
to sweeten	sucrer	6	to travel	voyager	3
sweetly	gentiment	6	a traveler	voyageur	8
sweetness	douceur (une)	6	to treat	considérer, traiter	10
T			a tree house	une maison dans un arbre	10
a table	une table	9	tribal	tribal ethnique	10
a tablet	un comprimé	2	a tribe	une tribu, une ethnie	1
a tailor	un tailleur	2	to trick	duper	13
to take (time)	mettre du temps	6	a trip	un voyage, une tournée	1
to take a break	faire une pause	8	tropical	tropical	7
to take a pill	prendre une pilule	2	a trunk	une trompe	6
to take off	enlever	5	a tube	une lampe	9
to take off	décoller	4A	a tuner	un tuner	9
to take place	avoir lieu	1	Turkish	Turc	4
to take			a turn	un tour	8B
someone's life	voler l'âme à quelqu'un	3	to turn around	se retourner	7
to talk about	parler de, discuter de	9	to turn down	baissér, rejeter	1
to talk over	discuter, débattre	1	to turn off	arrêter, éteindre	1
a tank	une cuve	2	to turn on	allumer, mettre en marche	1
tastier	de meilleur goût	8	to turn one's back	tourner le dos	
a team	une équipe	1	on someone	à quelqu'un	4
a teapot	une théière	7	to turn to somebody	se tourner vers quelqu'un	6
a technique	une technique	4	a tusk	une défense d'éléphant	12
a teenager	un adolescent	2	U		
a telephone	un téléphone	1	unaware	non-informé	9
tender	tendre, sensible	11	uncertain	incertain, peu sûr	8
to tenderize	attendrir	11			
tenderly	tendrement	11			

uncertainly	<i>d'une façon incertaine...</i>	8	to weep	<i>pleurer</i>	3
uncertainty	<i>incertitude</i>	8	weight	<i>poids</i>	3
unequal	<i>inégal</i>	3	well	<i>bien</i>	9
unexciting	<i>peu passionnant,</i> <i>peu intéressant</i>	10	well, well!	<i>tiens!</i>	13
unimaginable	<i>inimaginable,</i> <i>inconcevable</i>	10	well-known	<i>bien connu</i>	4
unimaginative	<i>peu imagitatif</i>	10	a Western	<i>un western</i>	1
unimproved	<i>qui ne s'est pas amélioré</i>	8	wet	<i>mouillé</i>	13
the United States	<i>les États-Unis</i>	7	what's the matter	<i>de quoi s'agit-il, qu'y a-t-il</i>	2
unless	<i>à moins que,</i> <i>si ce n'est, sauf</i>	10	whatever	<i>quoi que, quel que soit</i>	11
unloving	<i>peu affectueux</i>	11	a wheel	<i>une roue</i>	5
unpleasant	<i>déplaisant, désagréable</i>	6	whenever	<i>chaque fois que, quand,</i> <i>à n'importe quel</i> <i>moment que</i>	2
unreal	<i>irréel</i>	8	whether	<i>si</i>	2
unsafe	<i>dangereux</i>	5	to whisper	<i>chuchoter</i>	1
unskilled	<i>maladroit, inexpert</i>	4	(the) whole	<i>le tout, entier</i>	2
unsuccessful	<i>infructueux, malheureux</i>	4	whom	<i>que, le quel</i>	7
unsuspecting	<i>qui ne se méfie pas</i>	8	wide	<i>large</i>	5
untarnished	<i>non terni,</i> <i>impeccable</i>	11	wild (animal)	<i>sauvage</i>	12
(character)	<i>peu commun, rare,</i> <i>insolite</i>	4	to win	<i>gagner</i>	2
unusual	<i>sur</i>	1	the wind	<i>le vent</i>	5
upon	<i>bouleversé, ému</i>	3	wine	<i>du vin</i>	7
upset	<i>urgemment</i>	8	to wonder	<i>se demander</i>	12
urgently	<i>les États Unis d'Amérique</i>	8	wonderful	<i>formidable, merveilleux</i>	8
the USA	<i>un usage, emploi,</i> <i>une utilité</i>	12	to work	<i>travailler</i>	8
a use	<i>utiliser, employer</i>	4	a world	<i>monde</i>	4
to use	<i>utile</i>	1	to worry	<i>s'inquiéter</i>	3
useful	<i>utilement</i>	12	worth the expense	<i>ça vaut le prix</i>	6
usefully	<i>inutile</i>	12	to wound	<i>blessar</i>	4
useless	<i>usuel, ordinaire, habituel</i>	7	a wrestler	<i>un lutteur</i>	4
usual			wrestling	<i>lutte</i>	4
			to wriggle	<i>se tortiller</i>	13C
V			Y		
(to get) vaccinated	<i>se faire vacciner</i>	11	yet	<i>encore</i>	1
a valley	<i>une vallée</i>	5	you can't be	<i>il est impossible</i>	
a variety	<i>une variété</i>	5	done yet	<i>que tu aies déjà fini</i>	13
various	<i>divers, différent, varié</i>	5	you're welcome	<i>de rien, je vous en prie</i>	9
to vary	<i>varier</i>	9	a youth center	<i>maison des jeunes,</i> <i>maison de la jeunesse</i>	4
vibrating	<i>vibrant</i>	9	yuck!	<i>berk!</i>	3
a video	<i>une vidéo</i>	1	Z		
a villain	<i>un scélérat</i>	4	a zombie	<i>un zombi</i>	4
violence	<i>la violence</i>	5			
violent	<i>violent</i>	5			
violently	<i>violemment</i>	5			
a vitamin	<i>une vitamine</i>	8			
a voice	<i>une voix</i>	3			
the volume	<i>le volume</i>	5			
a volume control					
knob	<i>un bouton de volume</i>	9			
W					
a waist	<i>une taille</i>	4			
to wait for	<i>attendre</i>	2			
a waitress	<i>une serveuse</i>	10			
to walk around	<i>se promener</i>	7			
a wall	<i>un mur</i>	8			
in want of	<i>à court de</i>	8			
to warn	<i>avertir, mettre en garde</i>	12			
a warning	<i>un avertissement</i>	5			
to waste	<i>perdre</i>	11			
a waste product	<i>un déchet</i>	7			
a wave	<i>une onde</i>	9			
a wavelength	<i>une longueur d'onde</i>	9			
a way	<i>un chemin</i>	4			
a way	<i>une manière, une façon</i>	6			

48 2152 6



9 782218 040641